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ILLINOIS HISTORICAL SURVEY

VOLUME XIII.—1867.

THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

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ILLINOIS TEACHER.

VOLUME XIII.

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NUMBER 1.

C O L L E G E S .

THERE is a strong effort being made by certain parties to form a sort of close communion of colleges in Illinois, a principal object of which seems to be to secure control of the Agricultural-College Fund and have it divided up among the petty concerns, as well as the nobler institutions already holding the name of college in the state. Two of the older institutions, at least, took no part in this raid on the Agricultural fund: Illinois College, at Jacksonville, and Shurtleff College, at Alton. The former is under the general patronage of the Presbyterian and Congregational denominations, and the latter more especially supported by the Baptists. We hope the absence of any representative of these from the meeting of College Presidents in October, at Chicago, grew out of their want of sympathy with the effort to gain control of the fund by those who had no part in securing the grant to the state.

We feel considerable uncertainty as to what the Agricultural College will accomplish; but we feel assured that keeping the name 'Agricultural' attached to it will give the community some opportunity to know whatever distinctive characteristics it assumes, which the general term of College utterly fails to do. If chemistry and applied sciences are made prominent and languages even altogether left out, it can be no such imposition on the public as the unqualified term 'College' by which establishments put themselves on a nominal equality with Williams, Amherst, and Yale, when they never have students that could even pass muster to enter those colleges. It is a matter of doubtful expediency, too, to meddle with public funds in the support of institutions founded on the old college idea. Colleges were at first established in this country to train ministers: a business which the state does not propose to deal with, and, we fear, a business most of the colleges are forgetting.

In the passion for multiplying institutions, the effort to secure popular patronage has led to a lowering of standard and a catering to popu-

lar demand, at once unworthy sound institutions and destructive of their ultimate influence.

The College will never educate the masses; but we have need of a few institutions that shall train some in the good old ways of Latin and Greek and fit them for the special labors based on such training, —a training that will do others good, too. We lament the lowering the standard of collegiate education, because there is a kind of training that was done in the rigid old four-years courses that is greatly needed in community. Two or three colleges on the old, strict, classical, intensely-religious basis might be well supported in the Northwest, or perhaps soon in Illinois; but it is said we have now *fifteen* claiming the name, and the consequence is a grievous degradation of their office. The Springfield (Mass.) Republican suggests that some of them should be content to die for the good of the rest. We fear the application will be like that in many sermons, for each one's neighbor, and each will hope to grow stronger when his useless rival is gone.

The subject of short scientific courses at college was also under discussion. We can not fully understand why colleges, or any other class of institutions, attempt to cover the whole ground. 'University' is a very taking title in these days, and we have a great many institutions that set out with a fairly-defined moral and educational aim, that attempt to arrange a new class or set out new attractions for every demand. This is not only useless, but suicidal. What should we think of a grocer who felt bound to supply his customers with silk hats, or the fashionable milliner who sold mackerel and turnips over the counter with laces and glowing ribbons?

With a population large enough to support schools of specialties, no college, seminary, or other school that has a definite aim and prescribed work, ought to degrade its terms to meet all the chance demands. In new and rude settlements the store at the cross-roads keeps a general assortment of sugar and salt, calicoes and cloths, axes and school-books; but in an old, well-established, dense settlement, these interests separate themselves to advantage. Just the opposite tendency is evident in our educational institutions. Harvard and Yale are rapidly becoming the centres of clusters of miscellaneous schools,—of high standing, we admit, but yet altogether too diverse in their aims for the thorough effectiveness that might otherwise be gained, and altogether eclipsing the religious aims of their founders. In the West the same catering to popular calls leads some so-called colleges and academies to furnish whatever is called for, no matter how much the assortment may be confused, nor how much better the work could be done by the neighbor opposite.

When we go to the carpenter to have our boots made, or to the tailor to shoe a horse, or to the shoemaker to make a plow, then we

will think about sending a boy to college to make him a thoroughly unsectarian, religious, classical, scientific, reliable, independent cosmopolitan specialist, or look up a seminary that shall make a skilled musical painter with missionary self-denial in her earnest devotion to domestic classical pursuits, to which we can send a girl with a spelling-book and have her return with Webster's Unabridged (N. B.—Pictorial Edition) and Leverett's Lexicon, with such little matters as Chemistry, Moral Science, Political Economy, Algebra, and Geography, packed some where amongst the accumulations of clothing cast off in her growth and in the changes of fashion.

COLLEGIAN.

A N E X P E R I E N C E .

I HAD just passed my sixteenth year, and was fresh and green from my desk at the seminary. I had studied Mathematics up to and including Plane and Spherical Trigonometry, Botany, Geology, and Rhetoric, as we learn these things in our school-books. In short, I had been most thoroughly *crammed* with the higher branches of polite learning. Need of money rendered it necessary that I should do something for means to carry on further the process of cramming. It was settled, therefore, that I must teach a school. Fortified with the high testimonials of my Principal, I applied for and obtained the necessary certificate,—though it must be confessed that I nearly fainted when the rude man who examined me asked me what a vowel was and how many sounds there were in the English Language. I remember thinking how foolish he was to bore me with such questions, when he might have asked me to perform a triang-u-lation, or have had me give him the latest theory of glaciers or of drift.

Every thing that could be suggested by a cunning but good woman to give me an oldish look and an air of wise experience was done, and on a bright September morning I took formal possession of my school-room. This edifice was of unhewn logs, with numerous open interstices through which a good-sized boy might crawl without inconvenience to his person. The seats were made of slabs by inserting four rough wooden legs into the round face of these slabs and turning up the flat surface. These benches, I afterward discovered, had a very poor faculty of keeping the centre of gravity within the base, and not unfrequently precipitated themselves, scholars and all, into the middle of the floor. Pegs were inserted into the walls of the room, and on these sloping planks were laid, which were dignified by the name of desks. The floor was of loose plank, and, being supported some

feet above the ground, we were some times annoyed by visitors resident in the vicinity that congregated underneath and enjoyed this tolerable shelter. No maps, no charts, not even a blackboard, relieved the tedium of the blank walls.

Some thirty youths, younger than myself, were here assembled to receive the educational pabulum. *I* was there to disburse. Silence was proclaimed. *I* read my code of laws, in which was combined the double wisdom of Solon and Draco. Then came the enumeration and scheduling; then an inquisition as to their learning and books. Here my first great trial began. Spelling-books were there old enough, *I* thought, to have been the property of the Pilgrim Fathers, and so wonderfully dogs-eared and crumpled and backless that *I* found them veritable spheres, resting upon any base in perfect equilibrium. Readers were there, from Murray's first edition of the English to the latest reader by Cobb. Three Grammars were found, but not two by the same author. Geographies were exhibited whose atlases gave only three divisions of the Louisiana Purchase,—the state by the same name, Missouri Territory, and the Mandan District. Classification was therefore quite as impossible as the quadrature of the circle.

I made my little speech, pointed them to that porticoed building supposed to be the Temple of Fame, and showed them where ran the narrow, rugged path of Science, that brought up abruptly against the very door of the aforesaid temple, and closed with that stale truism of 'no excellence without great labor'. *I* then called up my youngest pupil, asked him if he knew his letters, and vainly tried to find the alphabet among the crimpings of paper he called his book: failing, however, *I* borrowed a better one, and commenced cramming him with letters even as *I* had been crammed with the Higher Mathematics.

Somehow, it never occurred to me that it would be better to lead the youthful learners up the said rugged hill, and *I* had no other conception of duty to these children than to drive them up the slope with all the speed possible. Poor things! *I* see them now, weeping, sleepy, and stupid, trying to memorize whole pages of descriptive lessons utterly devoid of interest to them, and numberless definitions that conveyed no ideas to their weary minds. *I* will not weary your patience with the details of that school: indeed, the folly of it so affects me as memory recalls it, that *I* doubt if *I* could do justice to it.

The general results may be summed up in a few words. The books were but a little more decayed, the children a little older and able to boast that they had been some pages further over in the book than my predecessor had taken them, and *I* received high encomiums, and the people's notes for fifty-four dollars for my three months' work,—and half that sum *I* never collected. *I* returned to the seminary to study Astronomy, Zoölogy, etc., highly satisfied that *I* had discharged

ably and efficiently my duty in the great work of educating the youth of the land. No body, so far as I know, was essentially wiser or better for my labors. If the children did not hate me, hate books, hate schools, school-masters, *et id genus omne*, the Temple of Fame, the Hill of Science, and all the appurtenances thereunto belonging, it was not because they had no just reason to hate them. I was too young, and had no business aspiring, at that age, to the position of an educator. The people of the district, the Superintendent,—or Commissioner of Schools, as he was then called,—myself, my aiders and abettors, should have been subjected, each and all, jointly, to an indiscriminate amount of just such teaching for just three months, as a punishment for their folly.

NEMO.

B A R B E R R I E S .

ONE sweet October morn, just past,
A morn of wondrous brightness,
The earth and sky so full of joy
They filled one's heart with light-
ness;—

'T is true, with every breath of air,
The autumn leaves were falling;
'T is true, from every spray the birds
Were to each other calling,
Were making ready for their flight
To lands where sunshine ever
Such power has gained o'er northern
blasts

They feel its fierceness never;
And yet, the wintry winds that day
One hardly need remember,
The freshness and the brightness
No herald of December;— [seemed
'T was on that sweet October morn,
And quite against my choosing,
A bunch of scarlet barberries
Must needs set me a musing.

The shining leaf in early spring,
The blossom, in its beauty,
Had come to me and silently
Revealed its summer duty,
And since, had been forgotten quite
That story that they told me:
The shining bunches lying here,

More thoughtfully they hold me.
The tender, shrinking blossoms once
Not once forgot *the growing*,
Else never here before me now
Would lie the fruit all glowing.
No shower they lost, no sun they
missed,

No breeze but what they tasted,—
For what of beauty they could win,
For what of good, they hasted.
No lost days in their calendar,
No hours to bring regretting:
They worked through spring and
summer tide,

And so the summer's setting
Has brought the ripened, perfect
fruit,—

These clusters pendent, glowing:
I need no other word from them,—
The lesson well I 'm knowing.

No season to my life must come
But brings an added beauty,—
More hope, more strength, more per-
fectness,

More love for EVERY DUTY.
For else, no crowning at its close,
When life itself is broken;
Nor else, "*Come in, thou blessed one*"
Will by the Lord be spoken. A. N.

P R E S I D E N T L I N C O L N .

WE give two extracts from Carpenter's 'Six Months at the White-House', which are, in our view, of the highest educational interest. There is a very common mode of speaking of certain persons as *self-educated*, and of others as *college-educated*,—in obliviousness of the fact that for the man all true education is self-education. All that the friends of colleges claim in their favor is that they present better *opportunities* for educating one's self. No person need remain uneducated who has learned the alphabet; and the only curiosity that we feel when meeting a well-educated person who has not had the opportunity of schools is, What have been his methods of education? Said Daniel Webster once, when addressing some young men,—alluding to a report that he had neglected his studies while in college,—“Young men, whenever you find any person who excels in languages, or mathematics, or history, or belles-lettres, remember that *some where* and *some how* he has labored for it.” This is the whole secret, and the most that our schools can claim is that they are *helps*. But that they are helps none are better persuaded than those very persons who have been compelled to struggle for an education without them; for we find these invariably sending their sons to college, or to the best schools within their reach, thus testifying to the advantages of schools.

Thus, when we find Lincoln, acknowledged to be, perhaps, the master of clear statement in the English language—when we find him with a grasp of logic that let no subtlety escape it, when we find him in the masterly dedicatory speech at Gettysburg excelling even in rhetorical power the chief rhetorician of his day, we ask What was the secret of his education? Can the secret be caught and analyzed, and be made of use in the great work of general education? Lincoln himself has afforded the answer: he has caught it and analyzed it; and we have no hesitation in saying that any one who should pursue his course and plan of education with like zeal and tenacity would attain like results.

We are too near Lincoln, as yet, to realize his greatness: his old friends to whom he was 'Abe Lincoln' realize it still less; but the fact remains none the less. So the traveler among the mountains, when in their midst, sees but slight difference in their height, and 't is only as he withdraws from them that the grand central peak looms up in all its majesty.

But to the extracts. After Lincoln's controversy with Douglas, and before the Chicago Convention, he visited New England and made a speech at Norwich, Ct. The Rev. Mr. Gulliver, of that place, relates a conversation which he had with Mr. L. respecting his speech, and,

among other things, as to how he acquired his power of clear and accurate statement, and what his education had been.

"Well," said Mr. Lincoln, "the newspapers are correct: I never went to school more than six months in my life. But, as you say, this must be the product of culture in some form. I can say this, that among my earliest recollections, I remember how, when a mere child, I used to get irritated when any body talked to me in a way I could not understand. I do n't think I ever got angry at any thing else in my life. But that always disturbed my temper, and has ever since. I can remember going to my little bed-room, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out what was the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it; and when I thought I had got it, I was not satisfied until I had repeated it over and over, until I had put it in language plain enough, as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me; for I am never easy now, when I am handling a thought, till I have bounded it North, and bounded it South, and bounded it East, and bounded it West. Perhaps that accounts for the characteristic in my speeches, though I never put the two things together before."

Exactly so. We can now see how Lincoln became such a master of clear statement. He was clear in his ideas, and this arose from his leaving no part unelucidated. And any one who shall thus hate and be angry at any thing he can not understand, and not rest until he has bounded it, has gone far in the road to an education. Here is the value of this to us as teachers. We are satisfied with half-ideas, both in ourselves and in our pupils. In our eagerness to get them along, we do not bound a thing North, and bound it South, and bound it East, and bound it West; but we too often cram with such a variety of mental food that nothing is digested and nothing assimilated. In the same conversation Mr. Lincoln gave another bit of his education, which is valuable and instructive. It is well known to all of Mr. Lincoln's old acquaintances that he set a high value upon Geometry as a means of mental culture, and this will account for it. Said he, "In the course of my law-reading I constantly came upon the word *demonstrate*. I thought at first that I understood its meaning, but soon became satisfied that I did not. I said to myself 'What do I mean when I *demonstrate* more than when I *reason* or *prove*? How does *demonstration* differ from any other proof?' I consulted Webster's Dictionary. That told of 'certain proof', 'proof beyond the possibility of a doubt'; but I could form no idea what sort of proof that was. I thought a great many things were proved beyond the possibility of a doubt without recourse to any such extraordinary process of reason-

ing as I understood 'demonstration' to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined *blue* to a blind man. At last I said, 'Lincoln, you can never make a lawyer if you do not understand what *demonstrate* means'; and I left my situation in Springfield, went home to my father's house, and stayed there till I could give any proposition in the six books of Euclid at sight. I then found out what 'demonstrate' means, and went back to my law-studies."

It would be well if more of us could tell what *demonstrate* means, in this way. If any teachers have objected to the including of a little Geometry in the examination for State Certificates, they may, perhaps, by the foregoing see the reasons that led our worthy Superintendent to insist that any teacher aspiring to such an honor as to be acknowledged a *State Teacher* should know at least what 'demonstrate' means.

G E O G R A P H Y .

Do n't be alarmed, O long-suffering teachers! you are not about to undergo a lengthy dissertation on a threadbare subject. Our remarks shall be like the parson's sermon—both short and brief; but we do wish to say a few earnest words to our fellow victims of the 'anti-book' system of teaching this branch of knowledge in our schools—(a thorny, gnarled and ungainly branch it is, too). We know full well what its trials are, for have we not stood, pointer in hand, before an outline map day after day, aye, and (if it must be confessed) year after year, until we have learned to detest each individual mark and dot and boundary-line on it? Have n't we even wished, in very desperation, that secession, or any thing else that would have removed part of the states and capitals from our prescribed drill, had been successful? Ah! and do n't we know what it is to be informed at the close of an unusually arduous exercise that Massachusetts is the capital of Illinois, and that the Missouri River empties into the Rocky Mountains? that an island is a large body of salt water, and that sugar-cane and cotton are the chief productions of Maine?

But now, 'one whose sands of life have well-nigh run' desires to inform you that a sovereign remedy has been discovered for these ills that have destroyed so many valuable lives and dispositions. This universal panacea,—which is warranted to give life to the lifeless, knowledge to the ignorant, and ideas to those hitherto entirely destitute of such commodity, is nothing less than a small Geography, which many of you, perhaps, have seen, published under the supervision of

Guyot and bearing many impressions of his touch on its pages. But, unlike many wonderful curatives, it is not sufficient that you merely *look* at this, but please follow faithfully the following prescription, and truly you will be astonished at the result. Place an outline map in such a position that it can be seen by the whole school, have books closed and every scholar sitting erect and still; then, when order reigns supreme, open your little Guyot and begin one of those childish journeys over a given part of the country, each child following the route on the map with his eye,—stopping occasionally to ask a question, to add a few words to some description, or to send a scholar to point out on the map some prominent place mentioned,—and if, within ten minutes, you do n't have a room full of eager little students of Geography, you had better resign your position on the ground of the hopeless imbecility of your charge. But our opinion is that, before you have gone half way through the book in this way, scholars will have more practical knowledge of the science than they would gain in years of the old drill.

M.

TEACHERS' HELPS.

WHAT would be thought of a lawyer who should set up an office without his Blackstone, his Kent, his Chitty, and his volumes of decisions? Who would intrust to such a one any important case, and who would call him a lawyer, and not rather a *pettifogger*?

It seems to us that too many who aspire to be considered teachers put themselves in the condition of the supposed lawyer. They own no professional library, they read no professional books. That there are publications of great value to teachers no one can deny, and no young teacher should delay making their acquaintance, and studying them. We will mention a few, from any one of which teachers may derive aid in their calling.

Page's 'Theory and Practice of Teaching' is a standard work, a proper study of which will serve to arouse the mind to a due sense of the greatness of the work to be done, besides giving hints of great value in regard to the management of classes and of schools. Much valuable aid can be obtained from Northend's 'Teachers' Assistant' and his 'Teacher and Parent'; from Holbrook's 'Normal', and from Mann's 'Lectures on Education' and his other works. Two volumes by Wickersham,—the one on Methods of Instruction, the other on School Economy,—are quite suggestive. Barnard's various publications are full of matter, some times hastily compiled, but always worth study. There are many others; but we have not time to mention them.

We hold it to be an established fact that no teacher can afford to be without an educational journal. Of course, that of his own state,—as affording him more local items, and, last, but not least, as being open to his own communications upon all educational matters, experiences in teaching, etc.,—thus *educating* him in habits of exact thought and statement, in which too many teachers are greatly deficient,—will be the first that he will obtain. But, aside from and additional to this, there are others of value. 'Barnard's Journal of Education' takes a high rank for the profundity of its discussions and the encyclopædic character of its articles; though, for this reason, it is not a journal of light reading. The 'Educational Monthly', and all of the various state educational journals, will amply repay to the live teacher the cost of subscription. It would be invidious to particularize, where all are good; but we reiterate it to be the duty of every teacher, and his truest economy, to subscribe for and contribute to his own teachers' journal, and to one or more from abroad.

But such a teacher should not and will not confine himself to professional journals. He should have access to the various reviews and higher magazines of the day. He can not afford to know nothing but teaching.

By clubbing with others, he may at a moderate expense secure access to all the first-class reviews,—thus keeping abreast of the current literature of the day, and coming to his pupils clothed with fresh power. The newspaper must not be neglected: it is, next to the pulpit and the school, and perhaps hardly next to them, the great educational power of to-day in our land. An able first-class newspaper—daily if possible—is essential to every teacher, of either sex. Who can overestimate the power of such papers as the Chicago Tribune, the Republican, the Evening Journal, or the Times, in our own state,—and so in others? New books are noticed, new discoveries and inventions are chronicled, and by all the brain is stimulated to renewed life after the exhaustion of the school-room.

Aside from books on the mere art of teaching, there are those of special research in the various branches we are called to teach, which should be consulted. Are you teaching Geography? There is Guyot, Ritter, Mrs. Somerville, Maury, and Woodbridge,—the pioneer in the new methods. Then there are travels, and narratives of the various exploring expeditions, which all bring their quota to our door. Open the eyes and the hearts of your pupils as you trace for them Livingstone's various journeys, Speke's route to the Victoria N'yanza; or take them with Baker and his devoted wife in their long struggle up the Nile, till they triumphantly stand by the great Albert N'yanza, and the mystery of four thousand years is at length solved.

We unhesitatingly affirm that no person is prepared to teach Grammar with only a study of the ordinary slender text-books, and

no true teacher will be contented with these when he may have access to 'Marsh on the English Language', Müller, Trench, Fowler, Latham, Mulligan, and Gould Brown's 'Grammar of Grammars', etc. In History, how many never extend their reading beyond the dry compends and marrowless bones of the school text-books. In any other profession such persons would be deservedly driven from their positions. We repeat, there are helps in all the branches taught in our common schools which that teacher is inexcusable who neglects. *Professional* reading and study—and we mean by this reading for the purposes of our profession—are the great want of our teachers to-day.

PREPARATION FOR CLASS.

How much preparation should the teacher make for recitation? Much practical benefit would undoubtedly result to the educational interests of our country if teachers generally could be induced to take a correct position in this respect. It will be readily admitted by all that the instructor should be master of the situation, knowing as much as, and if possible more than, is contained in the text-book. In some branches,—as in Arithmetic and English Grammar,—preparation made previously in school, or knowledge gained in teaching, is more available than in others,—such, for instance, as Reading. Again, since the arrangement of the matter in the text-books is quite different, some preparation will be demanded from those who are perfectly familiar with the subject of the lesson.

But are teachers usually thoroughly acquainted with what they profess to teach? An answer in the negative will be given, no doubt, by those whose office and duty it is to know something of the acquirements of teachers. Teachers forget what they have learned, and thus lose their stock in trade, and should, like other men, recover by industry what they have lost by misfortune. Some, however, are to be found who are unscrupulous enough to sustain their reputations by false pretenses, pretending to own the capital which they have borrowed. As a proof of what is here stated, we find teachers occupying some of the most desirable situations in the country without undergoing that much-dreaded ordeal, a competency examination. These worthy people get their places just as men get offices in the gift of the government; and, by the way, nothing has a more powerful influence in degrading the teachers' profession. No one can be blamed for possessing a poor memory; but those who think, because a thing has once been learned, that then nothing further is to be done, act as a man

would if he put on a coat expecting it to last for ever. The clothing for the body must be repaired and renewed; and the habiliments of the mind are likewise, though in a less degree, subject to decay. Would it not be better for the teacher to refurnish his mind, if this is required, and not hide, or rather attempt to hide, his deficiencies by holding the text-book in his hand and constantly referring to it during recitation?

Why is the teacher to be excused for not knowing the lesson? The pupil, young and undisciplined, is compelled to be prepared. Severe penalties are inflicted in his case, the lightest of which is expulsion from class in case of continued failure. The instructor has no one to make him do his duty, and, as it would be idle to expect pupils to do much if left to themselves, so it is not a matter of surprise if teachers are to be found who are the victims of indolence. One evil brings on another; and the teacher who does not prepare himself daily for his work skulks in a cowardly manner behind the text-book, although the class are told with great propriety not to bring any books or even notes to the recitation. The attention can not be so well secured when the current is constantly broken by a reference to the book,—a procedure which needlessly fritters away much valuable time and enables mischievous pupils to engage in disorder. Sympathy with the class is greatly diminished by such a course. We must do the same work, think the same thoughts, and have the same feelings, in order to sympathize with our fellows. To neglect this powerful motive is to destroy all enthusiasm, without which nothing worthy of being named can be done. If the teacher will carefully prepare the lesson,—entirely exhausting the subject, if possible, not limiting himself to the narrow field of the book prescribed in the course of study,—he will find that his enthusiasm will be awakened and his ardor and earnestness greatly increased.

It would seem that enough reasons have been given to call for such preparation as will enable the teacher in most cases to dispense with the book when hearing a class recite. To illustrate our position practically, let us consider one of the branches taught in our public schools by teachers of every grade, from the Primary Department up to and through the High School; and what is true of this will be true of all the others, with the exceptions that have already been specified. Before conducting a recitation in Reading, the teacher should be able to answer such questions as the following in the affirmative: Have you examined the reading-lesson for to-day carefully? Have you noticed the difficult combinations of consonants in certain words, or the combinations of words in certain clauses requiring a drill in enunciation? Are you ready to tell the class something interesting and instructive on the subject of the lesson, tending to excite an interest among your pupils? Have you so thoroughly studied the meaning of the piece,

whether in the First, Second, or Fifth Reader, as to be able to read it properly yourself before the class? To be brief, Are you ready in all respects to hear the recitation? If you are, you will be able to give the best instruction, that of a 'good example'; and if not, let the lesson be omitted. Those who lean upon broken reeds pierce their hands, and it would be better if the teacher could feel the effects of his action, or rather inaction, in stead of his unfortunate pupils. The course we have recommended will require much study; but one of the rewards, and not the least, is that teachers will be able to say *come*, and not *go*. Is it not much better to be a true leader than a driving task-master? We must bear the cross if we wear the crown. The law is inexorable. How foolish in this matter to expect to reap where we have not sown, or to gather where we have not strewed.

There is another part of the educational field common to all and well adapted to illustrate the topic under discussion. The pupils in a common school which is properly conducted receive more instruction than what is afforded by recitations closely confined to the text-book and affording only the bare rudiments of an education. Oral instruction now maintains its proper place in every good graded school, giving the living voice the prominent place it should occupy in every well-arranged system. Many of the leading truths of Physiology, Natural Philosophy, Chemistry, etc., are thus presented with great profit. As the field of useful knowledge is almost unlimited, great care must be taken in order to secure a judicious selection. The teacher who is alive to the great interests depending on the manner in which the pupil spends his time will certainly talk to his class only after diligent and thoughtful preparation. Is any public speaker who values his reputation willing to come upon the stage and deliver, on a subject carelessly chosen, the thoughts which may come up at the moment? If we examine the subject, will we conclude that but little labor, discretion and knowledge are needed in giving these familiar talks? Few teachers in our common schools can rank as speakers with such men as Beecher or Spurgeon; but the obligation to make the most of our powers is just as great, and we are bound to do with our might what is set before us, if we discharge our responsibilities. If we are slothful, our vineyard will be covered with thorns and brambles, its wall broken down, and, in stead of beauty and usefulness, we will find desolation. Material ruins are often built again; but here the wreck is as much greater and more hopeless as the immortal exceeds the mortal, or the infinite the finite.

RUTLAND.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

INTRODUCTORY.

TEACHERS AND FRIENDS OF EDUCATION: With the present number commences my connection with the Illinois Teacher. The department assigned me has been denominated the 'Mathematical and Scientific Department'.

Heretofore this department of the Teacher has been somewhat circumscribed. Under the direction and management of a *special* editor, it has been confined almost wholly to the solution and discussion of mathematical problems. The problems, some times too difficult and abstruse for the general reader, were, as a rule, well chosen. Nor need I speak of the ability and success with which this department has been managed. Teachers throughout the length and breadth of our noble state, and even those beyond its boundaries, are living witnesses of benefits derived therefrom, and will testify to its successful management.

But the friends of the Teacher have thought best to enlarge this 'special' department, and, if possible, its sphere of usefulness. As heretofore, Arithmetical, Algebraical and Geometrical problems will be proposed, and solutions given. The object will be, not merely to obtain *answers* to difficult questions in mathematics, but to discuss theories, principles, and methods. Rules, Definitions, and Properties of Numbers, shall have a fair share of attention. We will not waste our energies *wholly* in stating and solving examples "to show the stretch of human brain, mere curious pleasure and ingenious pain"; but it shall be our aim, rather, to make every thing *practical*, so as to benefit all.

In the Scientific Department, the plan proposed is to introduce matters pertaining to the investigation and progress of science. As far as we may be able, we shall record, faithfully, all recent discoveries, and make this channel a source of information to the general reader. Facts of Astronomy, of Chemistry, of Philosophy,—in a word, of Physical Science,—will be inserted from month to month, so that teachers and others may be kept *posted* in these interesting and important branches.

Teachers and friends, we have taken upon ourself the duties and responsibilities of the 'chair editorial' of this department. We have set before you briefly our plan of operation. We ask your coöperation. We ask your *aid* in the work we propose to do. We invite former correspondents of this department to continue to bestow their favors. An invitation is extended also to teachers and others to write for this 'corner' of our journal. Send us *short, spicy, sensible* articles, and they shall receive due attention, with many thanks, from your humble servant.

J. V. N. STANDISH.

DOES THE MISSISSIPPI RUN UP HILL?

LISTEN a moment, gentle reader, before you pronounce judgment upon the foregoing question. Do not go off in a tangent, and exclaim What a question! How absurd! Hear patiently, and then you can the better judge.

The Mississippi rises in the Itasca Lake, in lat. $47^{\circ} 10' N.$; lon. $94^{\circ} 55' W.$ It takes a southerly direction, and discharges its waters through several mouths into the Gulf of Mexico, in lat. $29^{\circ} N.$ According to Nicollet, its entire length, from the source to the Gulf, is 2,986 miles. In a direct line, it stretches across $18^{\circ} 10'$ of latitude, or about 1,400 miles.

Mathematicians and scientific man speak of two kinds of level—*true level* and *apparent level*. *True level* is indicated by the surface of large bodies of water when in a state of rest. Were the Earth entirely covered with water, its surface *in equilibrio* would represent the true horizontal level. *Apparent level* is a plane tangent to the surface of *true level*. Hence we see that *true level* is a *curved* surface, while *apparent level* is a *plane* surface. In all ordinary operations of leveling, surveyors and civil engineers obtain *apparent level*, which differs insensibly, for short distances, from *true level*.

Now, if the leveling instrument be set up midway between the mouth and source of the Mississippi, we shall find that the source is at a greater distance from the line of apparent level than the mouth; or, in other words, that the source is nearer the centre of the Earth than the mouth. Taking the view that in passing from a position on the Earth's surface to another more distant from its centre we have gone 'up hill', we must come to the decision that the Mississippi 'runs up hill'. On the other hand, if we reckon from true level, knowing the fact that the source of the Mississippi is 1,680 feet above the spheroidal surface, indicated by water at rest covering the whole earth, we must come to the conclusion that the Mississippi runs 'down hill'.

Again, if we assert that water runs down hill *only* when it obeys the law of gravity, then the 'Father of Waters' certainly runs up hill; for it is a demonstrated truth that the waters of the Mississippi are urged on in their course by the centrifugal motion of the Earth, and *by that alone*. If the Earth should cease to turn on its axis, *the course of the Mississippi would be reversed: it would run northward*.

The following is taken from Appleton's New American Cyclopædia, under the article Mississippi River:

The mouth of the river being some 1,400 miles nearer the equator than the source, and consequently about $2\frac{1}{2}$ miles further from the centre of the Earth, a curious question has been raised, which has excited some discussion: whether the river does not actually run from a lower to a higher level. The apparent paradox is explained by reference to the centrifugal motion of the Earth, which causes the true horizontal level upon a large scale to be the Earth's

surface of equilibrium. It is the centrifugal motion of the Earth that sustains the oceanic waters in the equatorial regions at greater distances from the centre than the level of the same waters in the temperate and polar latitudes; and if this motion were checked, the waters would then rush toward the poles, and the current of the Mississippi would be reversed.

The rotation of the Earth on its axis produces two results: it diminishes the weight of all bodies from the pole to the equator; and it causes all bodies in the higher latitudes, *free to move*, to tend toward the equator. The results of the centrifugal motion of our Earth may surprise one who has given but little thought to the subject. By its daily motion, a place on the surface at the equator moves through 1,040 miles in an hour. The mouth of the Mississippi moves through 909 miles per hour; its source through 707 miles per hour. He who has studied the laws and results of force will easily comprehend the effects of the rapid motion of the Earth on its axis. This motion has given shape to our world. It has drawn the waters away from the poles, and heaped them up about the equator. It affects the Sun. It affects the Moon. It disturbs the planets in their course. It has shortened our year. It has altered the seasons. Last, and perhaps not least, *it hurries the Mississippi along its channel to mingle its waters with the Atlantic currents.*

PROBLEMS AND SOLUTIONS.

1. Three merchants went into business with a capital of \$10,000. At the expiration of the year they dissolved their partnership, and A took \$4,375 for his share of the whole stock and gain; B got \$5,250 as his portion of the whole concern; and C received \$7,875 for his part of the investment and profits. Required—each man's stock and gain.

2. If the height of a steeple be increased by its $\frac{1}{2}$ and that sum diminished by the difference between its $\frac{1}{4}$ and $\frac{1}{5}$, it will then equal $\frac{3}{4}$ of the height of the steeple, minus 13 feet. Required—the height of the steeple.

3. There are 4 towns, A, B, C, and D, on the coast of a circular island; from A to B=12 miles; from B to C=8 miles; from C to D=6 miles, and from D to A=16 miles. Three couriers, X, Y, and Z, travel the circuit of these towns: X at the rate of 3 miles an hour, Y at 4 miles an hour, and Z at 6 miles an hour, each traveling 10 hours per day. At what hour of what day, will they all be together at each of the towns, if they set out from A on June 1st, 1865, 12 m.?

C. K. B. says that he has been unable to solve by the rule of Quadratics Problem 16, found on the 234th page of Robinson's New University Algebra. Below is the operation.

Solution: $x-1=2+\frac{2}{\sqrt{x}}$. Changing second member to an improper

fraction, $x-1=\frac{2\sqrt{x+2}}{\sqrt{x}}$. Factor the second member, $x-1=\frac{2(\sqrt{x+1})}{\sqrt{x}}$

Divide by $\sqrt{x+1}$, $\sqrt{x-1}=\frac{2}{\sqrt{x}}$. Clear of fractions, $x-\sqrt{x}=2$. Complete the square, $x-\sqrt{x}+\frac{1}{4}=2+\frac{1}{4}=\frac{9}{4}$. Extract square root, $\sqrt{x}-\frac{1}{2}=\pm\frac{3}{2}$. Transpose and unite, $\sqrt{x}=2$ or -1 . Square both members, $x=4$ or 1 , *Ans.*

NOTES AND QUERIES.

An ingenious person in New Orleans has been engaged in making thread from the stalks of the cotton-plant. It is said to be very fine and strong, having the appearance of flax.

PROF. YOUNG says:

The amount of thermal force generated annually in the body of an adult man is sufficient to raise from 25,000 to 30,000 pounds of water from the freezing to the boiling point. All the acts of the body, every motion, every utterance, breath, or thought, consumes force. We make about 9,000,000 separate motions of breathing in a year; thereby inhaling and expelling 700,000 gallons of air. At the same time, the heart contracts and dilates 40,000,000 times—each time with an estimated force of 13 pounds, while thousands of tons of blood are annually driven through the heart and general system. Besides these involuntary acts, the organism generates force for a thousand forms of voluntary physical action. A healthy laborer is assumed to be able to exert a force equal to raising the weight of his body through 10,000 feet in a day.

QUERY 1. Why does the new moon appear south of the equator in winter, while the full appears north of the equator, and *vice versa* in the summer season?

2. What is *Quantity*?

3. What is the *Equator*?

Perfect scientific definitions are desired.

SOME matters pertaining to this department are necessarily deferred. Hereafter we hope to give no occasion for complaint on the part of our correspondents.

HOME.—Two birds within one nest;
Two hearts within one breast;
Two souls within one fair
Firm league of love and prayer,
Together bound for aye, together blest.

An ear that waits to catch
A hand upon the latch;
A step that hastens its sweet rest to win;
A world of care without,
A world of strife shut out,
A world of love shut in.

DORA GREENWELL.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

It is with much hesitation and many misgivings that we have consented to take the editorial chair of the *Illinois Teacher* for the ensuing year. It is a position of no little responsibility. Illinois, with her 750,000 school-children, her expenditure of $4\frac{1}{2}$ millions annually for school purposes, her army of 17,000 teachers, and her wondrous progress, demands an educational journal of the highest class. Those who have preceded us as editors—Bateman and Willard and Gow and others, and last, but not least, Edwards—have so enlarged the chair that we can not expect to *fill* it, only at the most to 'rattle round' in it a little. In the past educational history of the state the *Teacher* has been a power; but now new and momentous questions are upon us, and it should take the lead in these also.

Among the matters to be considered the ensuing year are the plan and the establishment of the Agricultural College, which we fondly hope to see the cope-stone, as it were, of our state educational system; the establishment of one or more Reform Schools; the establishment of a state system of Teachers' Institutes; and the discussion of the Township System of schools in place of our present cumbrous and unwieldy system. For the discussion of these matters, and of all educational topics, the pages of the *Teacher* will be open, and we hope its voice will not be uncertain. But teachers and those interested in the cause of education should remember that the *Teacher* should be the organ of no one man or set of men, but should represent the teachers of the state. In order to this, teachers and school-officers must bear their part in making it what it should be. In the past it has been left too entirely for the editors to carry along as best they could. The burden has been heavier than any one teacher ought to bear, while the result is not so satisfactory as it would be if more minds and shades of thought were represented in it. We hope that there may be an improvement in this respect. We invite and urge contributions from all teachers, school-officers, and friends of education. We ask for short educational essays, experiences, queries, items in regard to schools, building of school-houses, wages of teachers, teachers' examinations, changes of teachers—their deaths or marriages,—visitation of schools, and, in fine, any of the many topics that are for the inter-

est of our profession, and go to make up the educational news and intelligence of the state. We have learned to be very chary of promises; and while, as was said by our worthy predecessor, we have an ideal of what such a journal should be, we dare not promise that this ideal shall take shape and become a reality. We can only promise to do our best,—with the help of our able associates and with that of the body of teachers,—to make the Teacher conform somewhat to that ideal.

S. H. WHITE, of Chicago, and J. V. N. STANDISH, of Galesburg, will act as Associate Editors, and the latter will take charge of the Mathematical and Scientific Department. Of these gentlemen I need not speak. They are well known to all as able writers and as prominent in the ranks of our profession. I esteem myself particularly fortunate to be able to associate such men with myself. The Hon. NEWTON BATEMAN promises more matter for the Teacher than ever before. Dr. SAMUEL WILLARD and A. M. GOW, former editors, will appear as stated correspondents, as also Prof. J. C. PICKARD, of Madison, Wis.; Capt. JAS. H. BLODGETT, of Rockford; and H. L. BOLTWOOD, of Griggsville. J. D. LOW, Esq., promises monthly letters upon educational matters in various parts of this and adjoining states; SILAS WESTMAN has returned from the war, and will give an occasional communication. President EDWARDS, of the Normal,—late editor,—promises his coöperation; and we trust, with such help and that of many others whom we hope to secure, that the Teacher will not fall below the standard of former years: we hope even to improve upon it.

One thing we think we can promise. We are immovably fixed in our determination that the Teacher shall appear *promptly*, and be in the hands of the most of its readers by the first of each month. The first number will necessarily be delayed in order to secure to proceedings of the State Association; but, if it can possibly be avoided, no other shall.

In conclusion, we ask for no labored attempts at fine writing on the part of any one, nor any essays of cumbrous length upon matters of no particular interest; but wherever there is an evil coming within our province, we welcome sturdy blows against it, as also in behalf of the right and the good. Having thus indicated our plans, we send forth the Teacher for another year, with the hope that it will meet with the cordial support of the great body of our teachers.

All mathematical problems and scientific notes should be sent to Prof. J. V. N. STANDISH, Lombard University, Galesburg; matters relating to the editorial management, items, etc., should be sent to S. H. WHITE, 595 West-Washington street, Chicago, or to WM. M. BAKER, Springfield, Illinois.

EDITORIAL CORRESPONDENCE.

CHICAGO PRINCIPALS' MEETING.—Mr. Blackman, Teacher of Music, in the chair. Subject for Discussion—Relative Merits of Written and Oral Examinations.

Mr. Slocum, of Moseley School.—There is little ground common to both these methods of examination. Each has its peculiar excellences and can not well take the place of the other. Neither can be dispensed with. An examination in penmanship and composition must necessarily be in writing, while one in reading or declamation can not well be so. In spelling, one of the most important branches taught in the schools, the pupil should form an idea of the letters of the word in the order of their occurrence, and also a mental picture of the whole word. These ends can be best gained by his combining the letters in the desired order with the pen, thus forming a *real* picture of the word. To assist in obtaining a more correct idea of the form of the written word, Mr. Slocum suggested whether it would not be better to have the words of the speller printed in script. Generally, an examination in mental arithmetic should be oral: some times, for the purpose of testing the logical method of the pupil, it would be well to have it in writing. In studies which treat of facts,—as history and geography,—written examinations can be had with greater profit. Oral examinations should prevail in studies which exercise the reasoning powers.

Mr. White, of the Brown School.—The objects attained by these two methods are very diverse, and both are of great value. The written examination gives an exactness to the pupil's ideas, a completeness and clearness of outline to the indefinite conceptions existing in his mind. The pupil is judged by what he writes; not by what he has a notion of and can not express. He is not assisted by a personal presence and manner of recitation, or by a generous influence on the part of his teacher that he *knows* the fact or process, though he can not *express* it. He is judged to know just what he says. This method is a better test of the mental strength and habits of the pupil than the oral can possibly be. It will give solidity to the mind and strength to the intellect, and will counteract the superficial tendency of the American mind. The oral method will cultivate a fluency and ease of expression of the idea after it has been formed. In our government, where the law is the index of the popular mind, where popular intelligence is conveyed by the medium of speech, where all are rulers alike, an ability to express readily one's thoughts is of primary importance. Knowledge is of little worth unless its possessor is able to express it; and the more exactly a man can speak his thoughts, the more truly will he be estimated. Written examinations give clear conceptions; oral, correct and ready expression.

Mr. Spofford, of the Foster School, thought that examinations for promotion should be in writing. The school-system of the city is characterized by it throughout. If either were to be omitted, he would retain the written. By this method the same test is applied to all alike: equal justice is done to all, and no favoritism can be shown, as is frequently the case in oral. He thought it well to occasionally conduct daily recitations in writing.

Mr. VanZwoll, of the Scammon School, was decidedly in favor of written exercises. The facts learned became impressed more fully and permanently upon the mind. Even in reading, an examination as to inflection, place of

emphasis, and meaning of words, may be written. In mental arithmetic, the rapidity of the process and correctness of results may be reached by writing simply the answers.

Mr. Cutter, of the Washington School.—If written spelling is superior to oral, why are not the children in schools now better spellers than were those of twenty years ago? Observation, with himself, and the experience of others, had convinced him that spelling is not so good now as it was then.

Mr. Dewey, of the High School.—The results of the two systems of recitation are entirely different. The oral recitation is the poorest possible preparation for a written examination: it can only prepare for an oral examination. In written examination allowance should some times be made for the novelty of the situation and the attendant circumstances. The low standing of candidates for admission to the High School is some times attributable to this, and frequently to the fact that they had not been prepared by a course of written recitation.


S. H. WHITE, Reporting Sec'y.

NOTES BY THE WAY.—*Friend Baker*: In my peregrinations I have seen some things, and a good many things I have not seen. I propose to make brief notes of 'some things' that have come under my observation, with a view of contributing my quota to the general stock of knowledge; and if I should occasionally jot down some thoughts of my own in connection with my 'notes of things', I trust your readers will pardon me. Having no aspirations for literary fame, I give due notice at the outset that what I have to say will be of a rambling sort, without much regard to method, order, or sequences,—saying things in my own way, as thoughts, words, or topics occur to me. With this lucid preface, I proceed to make some notes of

School-Houses.—"Still it moves," said Galileo, as he rose from his knees after abjuring the heretical doctrine that the Earth turns on its axis. The soul of John Brown 'marches on'; and so does the schoolmaster. He is a power in the land, and the exponent and visible throne of his power is the school-house. Said a high official to me, "The Superintendent of Public Instruction in our state is the most important officer in it, and he is the most powerful, too. He wields to-day more power than any man in the state; and I am glad of it." I was not prepared fully to yield my assent to the latter proposition, though I like the *ring* of it. The schoolmaster is marching on, and the symbol of his power, strength and glory is the modern school-house, with its internal and external adornments, its symmetrical proportions, and architectural beauty. A mere house,—whether it be a dwelling, a church, or a school-house,—in itself, is scarcely worth a thought; but in its representation of ideas it is a grand study. As the church-edifice is the exponent of the development of the religious idea, so is the school-edifice, from the humblest country school-house to the university, the exponent of the educational development of the age. With the modern public school-house is connected the boldest as well as the noblest idea that ever engaged the attention of the human mind,—Universal Education. This idea is taking a strong hold on the public mind. The opposition to it is yet strong, and, indeed, in many places is still in the ascendant; but this opposition is fast melting away, and beautiful and commodious school-houses are being erected all over the state. Towns and cities seem to vie with each other in their expenditures of money for this object. The people of the northern part of the state must look to their laurels, if they would

keep pace in school architecture with those of the middle and southern parts. I invite your readers to take a trip with me.

Starting from Springfield, an hour-and-a-half brings us to Jacksonville, some times called the Athens of Illinois. The people of that rural town have nearly completed a beautiful and commodious High-School edifice, at a cost of about \$35,000, from designs furnished by that prince of School Architects, G. P. Randall, of Chicago. Jacksonville is a beautiful place; the society refined and intelligent; the people enterprising and given to hospitality, which will no doubt be freely extended to the members of the State Teachers' Association, which holds its annual session there this year. If the public schools maintain the pristine fame which Bateman won for them when he held the Master's seat in the West-District school, they will be found model schools.

Proceeding from Jacksonville by hack, a three-hours ride over a fine farming country brings us to the ancient town of Winchester, famous as Douglas's home in early times. The building is still shown in which that distinguished statesman taught school,—very different, indeed, from the three-story brick recently finished at a cost of about \$20,000, in which friend —— presides with eminent ability and success. This town has a population of 2500, and the new house will accommodate all the children in the town. *Ed.* In giving the cost of school-houses my figures are only approximately correct. I have in my mind notable instances in which no one could tell either the approximate or remote cost of the school-houses in their town. Beginning with an estimate of \$30,000, they run, before completion, to \$40,000, or \$50,000, ending, perhaps, with \$70,000 or \$80,000. I will give as near the correct amount as possible. 

From Winchester we reach Bluff City by private conveyance, thence by rail to Naples, which has no peculiar characteristic except a long row of wooden houses fronting the Illinois River, giving the town the appearance of being finished, and left to go to seed.

Taking hack at Naples, a half-day's ride over a beautiful, rolling country, highly cultivated and productive, brings us to Pittsfield, the county-seat of Pike, or 'old Pike', as it is called. We pass on the road the thriving town of Griggsville, but do not tarry except for dinner. Pittsfield has immortalized itself in its outlay for school-house. They built one at a heavy cost, and it burned down. Nothing daunted, they reared another upon the ashes of the old one, from designs furnished by Randall. The present house cost about \$50,000, and is an honor and ornament to that enterprising town. The County Superintendent of Schools is J. G. Pettingill, Esq.,—a gentleman of culture, highly esteemed, and well qualified for his responsible position.

I have referred to these two towns, Winchester and Pittsfield, more particularly, because they are away from railroads, rather out of the usual lines of travel, and therefore, it might be supposed, less under the influence of the progressive educational spirit of the age. Educational progress is not bounded by railroad lines.

It occurs to me to say, in this connection, that much money is often uselessly squandered by directors in building school-houses. They get an idea into their heads that they know as much about building as any body, and forthwith they go to planning and contriving. They go into the architectural business generally, set the carpenters to work, and the result is—a large expenditure of money, a nondescript building, without symmetry, beauty, or con-

venience. When a school-house is to be built, let an architect be employed who has experience in planning such buildings. He should not only have experience in architecture generally, but in *school* architecture in particular. By so doing, school directors will save money for the public, save much annoyance, the after stings of conscience, and get a house they will be proud of.

VIATOR.

NORMAL SCHOOLS IN WISCONSIN.—Wisconsin attempted for some years to provide Normal Instruction by setting apart annually a certain per cent. of the income of the Swamp-Land Fund for this purpose, and by dividing such money among those colleges, academics, and high schools, that complied with certain requirements of the Board of Regents of Normal Schools. The plan failed to accomplish what was desired, as might, perhaps, have been expected. The legislature of 1865 then took the matter in hand, and created a fund. All the swamp and overflowed lands of the state, and the lands selected in lieu of such lands, and all moneys received or due for such lands, were divided into two equal parts, one of which was denominated the Normal-School Fund. All such lands that may hereafter be received are to be partitioned in a like manner. The amount of the productive fund thus created will eventually be not less than a million dollars. It is at present about \$600,000. One-fourth of the income of this fund is, however, to be annually transferred to the School-Fund Income, until the annual income of the school-fund shall reach the sum of \$200,000. The remainder of the income is to be applied to establishing and supporting Normal Schools, under the direction and management of the Board of Regents.

A bill passed last winter sets forth explicitly the purpose of these schools. It is "the instruction and training of persons, male and female, in the theory and art of teaching, and in all the various branches that pertain to a good common-school education; also, to give instruction in agriculture, chemistry, in the arts of husbandry, the mechanic arts, the fundamental laws of the United States and of Wisconsin, and in what regards the rights and duties of citizens." It also authorizes "lectures on Chemistry, Anatomy, Physiology, Astronomy, the Mechanic Arts, Agriculture, and on any other science or branch of literature that the board may direct." The number of schools, as well as the location of them, is left to the discretion of the board. But no more than \$10,000 can be expended upon the buildings and furniture of any one school. It is expected that individuals and communities interested will contribute whatever may be needed more than that sum.

Schools have already been located in Platteville, Stoughton, Whitewater, and Sheboygan. Of these the one at Platteville only has been opened. As scarcely two months have passed since the beginning of its first term, it is too soon to speak of results. Being in the hands of Prof. C. H. Allen, with able assistants, its success is certain. Other schools will be opened as soon as buildings can be erected and furnished.

"**PHYSICIAN, HEAL THYSELF.**"—In a recent number of *The Round Table*—*The Round Table*, mark you!—I find the following:

"It is an incident well worthy of note that an educated Indian, Mr. E. S. Parker, should have been, during the late war for the Union, one of General Grant's military secretaries. The same gentleman is now, as we are informed,

the owner of the large silver medal which bears his likeness presented by General Washington to Red Jacket."—(Vol. iv, p. 273.)

Good! Mr. Parker owns a medal. That medal bears Mr Parker's likeness. That *likeness* was presented by Gen. Washington to Red Jacket. How old a man, pray, is this Mr Parker? and why should Washington give Parker's likeness to Red Jacket? Have we missed the meaning of the sentence? Was it a medal that was given to Red Jacket by Washington? Whose likeness does the medal bear—Parker's, Washington's, or Red Jacket's?

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

ILLINOIS.—By the courtesy of the Superintendent of Public Instruction, we have been permitted to copy the following educational statistics from the advance sheets of his forthcoming report. They present a result surpassing the most sanguine expectations, and one most gratifying to the friends of common schools. Let it be remembered that we are but just emerging from a terrible war, and one can but marvel at the wonderful vigor manifested in this department. The interest of the people is manifest by the amount of voluntary taxation to which they have subjected themselves, as shown in the funds received from district taxes, and especially by an increase over 1865 of more than \$800,000. It will be noticed, also, that there is a very general desire for improvement in school-buildings and in furniture. There is gratifying progress, also, in another direction,—viz., the reduction of the number of school-districts,—thus showing consolidation and gradation and strengthening. While the wages paid teachers are still far below what they should be, there is an onward progress in this, also; and we doubt not the time will come, and that comparatively soon, when thorough teaching work will be *demanded*, and then paid for. When that time arrives, the people will be the gainer, and our business will be more of a profession. We hail the army of 17,279 teachers in Illinois.

No. of school-districts in the state in 1865, 10,062; in 1866, 9,938. No. of districts having school 6 months or more, 9,063,—showing that 875 failed to comply with that provision of the law. No. of white persons under 21 years of age, 1,152,074. No. of white persons between the ages of 6 and 21, 759,987, being the actual white school population of the state. No. of colored persons under 21, 8,276; No. of such between the ages of 6 and 21, 4,931. No. of male scholars, 320,977. No. of female scholars, 293,682, being 27,295 less than of male scholars,—a result, we fancy, differing from that of Massachusetts. The total number of scholars 614,659, leaving 145,328 persons of school age who do not attend school. No. of male teachers, 6,825; of female teachers, 10,454. During the year the number of male teachers has increased 653, and that of females diminished 389. Total No. of teachers, 17,279. No. of graded schools, 628, being an increase of 115 during the year. The No. of school-houses is 9,753. The No. of pupils in the Normal School is 164. The amount of funds received from district tax in 1865 was \$1,958,770, against \$2,789,335 in

1866,—this being voluntary taxation. Total amount received for all school purposes in 1865, \$3,316,739; in 1866, \$4,445,130. Amount paid for teachers' wages in 1865, \$2,042,780; in 1866, \$2,531,036. Amount paid for building new school-houses in 1865, \$475,072; in 1866, \$830,889. Amount paid for repairs and improvements in 1865, \$140,913; in 1866, \$216,366. For school furniture in 1865, \$24,100; in 1866, \$62,982. Total amount expended for all school purposes in 1865, \$3,193,636; in 1866, \$4,359,238. Highest monthly wages paid to male teachers, \$240; to female teachers, \$110. Lowest monthly wages paid to male teachers, \$13; to female teachers, \$6. Average monthly wages paid males, \$39.10; females, \$26.19. Principal of township funds, \$3,987,405. Surplus in treasury belonging to districts, \$64,872.

COOK COUNTY.—The following figures are taken from Supt. J. F. Eberhart's recent report to the Board of Supervisors. During the past year, about 340 applicants for schools have been examined, of whom 241 received certificates. One institute has been held, attended by over 100 teachers. Of the 191 districts in the county, 183 had school more than six months each, while 7 had no school. The average number of months during which there has been school is 8. The number of persons between six and twenty-one years of age is 66,903, of which number only 34,625—or little more than one half—have at any time entered the school-room. The average daily attendance is 18,084. The salaries paid to teachers vary from \$13 to \$150 per month for males, and from \$10 to \$60 per month for females. The report urges very strongly the propriety and practicability of establishing a Cook County Normal School for the training of teachers. It claims that the expense to each tax-payer will be very trifling, while it is almost a necessity for the proper education of the children of the county. The City Normal School, it is thought, does not benefit the children in the rural districts. A pleasant town in the county has offered to furnish, gratuitously, a suitable building for the school, and other towns would, no doubt, make similar propositions, so that it would cost the county nothing for buildings. The teachers' institutes are the only means offered for the instruction of teachers in the rural towns; and, as they continue but five days, they can, of course, do but little for the desired end. Appended to the report were letters from the State Superintendent of Instruction, Hon. Newton Bateman, and from the President of the State Normal School, strongly recommending the founding of a County Teachers' Institute. The idea commends itself to the careful consideration of the Board of Supervisors.

CHICAGO.—The number of pupils enrolled during the month of November, 1866, was 2,055 in excess over the number a year previous. The average number belonging was 1,778 greater. The average attendance in the night-schools was 1,115.....At a meeting of the Board of Education, held on the 4th ult., three new schools (primary) were organized, and Misses Flora R. Parish, Extra Teacher in the Franklin School; Sarah E. Osgood, of the Washington School; and Miss Babcock, were elected Principals, at salaries of \$1,000 each. One of these schools will number about 120 pupils, and the others 500 each. At the commencement of the new year the Board will have additional accommodations for about 1,800 pupils.....The daily sessions at the High School are hereafter to commence at 9 o'clock and close at 2 o'clock in the winter, and commence at 8 o'clock and close at 1 o'clock during the remainder of the year.

DEKALB COUNTY.—The session of the DeKalb County Teachers' Institute, held at Sycamore, and commencing Oct. 22, was a success beyond most insti-

tutes formerly held in this county. Nearly sixty-five teachers were present, who, by their attention and untiring interest, showed that their hearts were in the work. Much disappointment was felt on account of the nonattendance of Prof. E. C. Hewett. Mr. M. V. Allen, the County Superintendent, presided. Exercises were conducted by Mr. A. J. Blanchard, Principal of the Sycamore Public School, in Orthography, Spelling, and Mental Arithmetic; by Mr. C. H. Crandell, Principal of the DeKalb Public School, in Phonetics and Reading, Grammar, Written Arithmetic, Geography, and History; and by Rev. J. D. Parker, of DeKalb, in Object Lessons and Penmanship. Rev. J. O. Barrett, of Sycamore, read a lecture upon the *Characteristics of a Good School*, which was not only interesting, but highly instructive. Rev. J. D. Parker read a lecture upon *Metacritics*, which was replete with thought and illustration. DeKalb county is striving to move 'onward and upward' in the good cause. After the usual resolutions, on Tuesday evening the Institute adjourned, to meet at DeKalb about the 1st of April, 1867. H.

COOK COUNTY has paid into the State Treasury, as the proceeds of taxes for 1865 for the support of free schools, \$86,229.12. She has received from the state, for the support of free schools for 1865, \$54,294.17.

SANGAMON COUNTY has paid into the State Treasury, as the net amount of state school-tax for 1865, \$28,383.87. The net amount received by the county from the state for the support of free schools for that year is \$13,346.30.

THE SPRINGFIELD CITY TEACHERS' INSTITUTE held its regular monthly meeting in the High-School building, on Saturday A. M., Dec. 8th. There was a full attendance, and the exercises were interesting and profitable. The regular session of the institute is on the second Saturday of each school-month, and all teachers are cordially invited to be present.

CONDITION OF THE PUBLIC SCHOOLS OF SPRINGFIELD, ILLINOIS, DURING THE MONTH OF NOVEMBER, 1866.—The whole number enrolled was 2,350; the average number belonging, 2,060; the average number attending, 1,964; per cent. of attendance, 95; number of tardy-marks, 338; per cent. of tardiness, .4; number in school at the close of the month, 2,092; and the number of vacant seats, 32. There were 368 more pupils in attendance last month than in Nov. 1865. The per cent. of attendance during Nov. 1865 was 94; the per cent. of tardiness, .6; and the number of tardy-marks, 418. The Chicago rules are used in making up the attendance averages. Written examinations were held in the Grammar Departments of the Ward Schools, and in the High School. The results above mentioned were highly commended by the Board of Education, at the regular meeting held on the 4th of December.

Gov. EVANS, of Colorado, has given \$25,000 to endow a chair of philosophy in the Northwestern University, at Evanston, Illinois.

ADDITION TO THE BLIND ASYLUM.—We learn that it is the intention of the trustees of the 'Blind Asylum', at Jacksonville, to make application to this Legislature for an appropriation for the purpose of putting on an addition to the present Asylum building. One of the most accomplished architects of Springfield is now engaged in preparing plans and specifications for the proposed addition. The plan under consideration is to add a couple of 'wings' to the main building, which, if carried out, will make it an imposing and symmetrical structure.

We give the following abstract of the census-returns of this state, which may be valuable as a matter of reference: Total white population of this state,

2,124,170; of this number, 1,093,111 are males, and 1,031,059 are females. The colored population numbers 17,340; of these 9,112 are males, and 8,228 females. Total population, 2,141,510. No. subject to military duty, 362,447; No. of manufactories of various kinds, 3,500; Value of manufactured products, \$63,356,013; No. of coal-mines, 380; No. of tons of coal, 1,078,495; Value of live stock, \$123,722,554; Value of agricultural products, \$83,280,848; No. of pounds of wool, 8,313,164.

FROM ABROAD.

WE extract the following items from the report of the Board of Education of the City of Milwaukee for the year ending Aug. 31, 1866: No. of children in the city (we presume of legal school age), 20,465; No. enrolled in the public schools, 7,968; Average No. belonging, 4,634; Average daily attendance, 3,829; No. attending private schools, 5,644; Absences during the year not occasioned by sickness, 148,400. The Superintendent of Schools is allowed a salary not to exceed \$2,000, and is to be a college or normal graduate. He is, however, to be allowed a clerk at \$600. The salaries of the Principals of the Grammar Schools are but \$1,000, and the principal female assistant receives only \$330. The highest wages paid to any lady teacher is \$420, as principal of primary school. It will be perceived that, if we compare the average daily attendance with the number enrolled, it gives but a trifle over 48 per cent., while if we compare it with the average number belonging, we have but between 82 and 83 per cent. What becomes of the 6,853 who are not enrolled in any school we are not informed.

THE December number of the Indiana School Journal gives the following educational statistics of that state for 1866. The whole number of children, between the ages of six and twenty-one, is 559,778; school-districts, 8,299; districts in which schools were taught within the year, 8,166; pupils attending primary schools, 390,714; attending high schools, 12,098; number of teachers employed, 9,493; expended for tuition, \$1,020,440; school-houses built within the year, 346; total value of school-property, \$4,515,734; total number of school-houses, 8,231.

WE clip the following from the Pennsylvania School Journal: The City of Dayton, O., has 1 High, 5 Grammar, and 1 Colored school, employing 55 teachers. Principal of the High School, salary \$1,600; 2 male assistants, each \$1,248; 2 female assistants, each \$700; 5 principals of Grammar Schools, each \$1,248, 5 female assistants, each \$560. There are also 5 grades of female teachers with salaries ranging from \$300, the lowest or 5th grade, to \$448, the 1st grade. The grade of a primary teacher depends altogether on her success in teaching. Examinations are held annually, and those teachers who attain a high per cent. for their classes in all their studies are advanced one grade. The questions are selected by the committee: 85 per cent. is the standard. If the pupils get 90 per cent., the teacher is advanced one grade, and receives \$20 additional salary; if they fall below 75, she is in like manner reduced.

MICHIGAN.—With the December number the Michigan Teacher closes its first year. Started as a mere experiment at first, it has earned not only success for itself but a front rank among journals of a like character. In furnishing news of a local nature it has not its equal, while in its editorials and contributions it is able and earnest. We congratulate the teachers of the state upon

the enterprise of their journal.....Of the graduates of the Michigan State Normal School, since its commencement, two-thirds are still teaching.....In consequence of the recent troubles in Adrian College, half the Board of Trustees and nearly all the Faculty have resigned.

By the report of the Board of Education, there are in New-York City 268 schools, including the Free Academy, Normal Schools, Grammar Schools, Evening Schools and all others. Total amount expended for schools, \$2,377,988.69; amount raised, \$2,298,508.55; deficit, \$79,480.11. Total number of pupils in city schools and corporate schools during 1864, 218,084; in 1865, 219,749. State school-tax for the past 12 years paid by the city, \$4,851,307.09. Received by the city from the state, \$2,594,491.05. In the Twenty-first Ward two evening schools have been opened for the winter, one with 45 and the other with 53 teachers. The Cooper's Institute has thus far cost \$796,191—all, with but little exception, derived from the founder or the revenues of the property. Twenty-seven instructors are employed in the various schools. The school of design for women had 200 pupils. Expenses for 1865, \$28,658.07.

BROWN UNIVERSITY has received during the past year \$150,000 in donations, and expects to receive \$100,000 more.

THE late H. Ames, of St. Louis, left by his will \$100,000 to the O'Fallon Institute, an institution resembling the Cooper's Institute. Would that more of our wealthy men would not wait till death comes, but, like Cooper and Vassar, devote a part of their wealth during their life-times to the cause of education, and then apply the same business ability that has enabled them to acquire fortunes to the expenditure of such amount. We think the result would be more satisfactory to all.

CALIFORNIA.—From the report of the Superintendent of Public Instruction, as published in the November number of the California Teacher, we take the following statistics, showing the wonderful progress of this young state in educational matters, under the lead of her very able State Superintendent. For the school-year of ten months, beginning Sept. 1, 1865, and ending June 30, 1866, the census gives the No. of children between 5 and 15 years of age—White, 82,324; Negro, 625; Indian, under the guardianship of white persons, 1,093; Total, 84,042. No. of children between the above ages who have attended public schools at any time during the year—White, 37,623; Negro, 220; Indian, 63. No. of children, as above, who have attended private schools at any time during the year—White, 15,569; Negro, 75; Indian, 27. Total No. enrolled on school-registers, 55,173; average No. belonging, 48,091; average daily attendance, 38,989; per cent. of attendance (on average No. belonging), 85; total No. of schools, 986; average No. of months school was maintained, 6.1. Monthly salary, board included, paid teachers—male, \$73; female, \$57; average, \$65. Cash paid for teachers' salaries, \$551,462.02; for school libraries, \$2,074.81. Total expenditures, \$859,229.19; total receipts, \$918,851.59; leaving a balance on hand of, \$59,622.40. Total value of school-property, \$1,206,597.60. No. of teachers who hold state diplomas, 43; No. who attended county institutes, 497; No. who subscribe for some educational journal, 623. Total No. of teachers, 1,268: male, 597; female, 671. The average wages of teachers is not so great as we expected, but there are one or two points to which we call the attention of our teachers. Out of 1,268 teachers, 623, or about one half, subscribe for some educational journal. Of the 17,279 teachers in this state, do one half take any educational paper? Again: of that number 497, or about

$\frac{2}{3}$, attended county institutes, and 43, or about one in thirty, hold *state* diplomas.

UPPER CANADA is making rapid advancement in educational matters. The school report for 1865 is just out, and from it we learn that in 1865 the number of pupils in attendance of school-age was 361,617, and of other ages 22,035, making a total of 383,652. As the whole number reported is 426,757, this leaves 42,105 that fail to attend school.

FROM the report of the Superintendent of Public Instruction in Lower Canada for 1865, we learn that the whole number of schools is 3,706; number of pupils, 202,648; fees paid, \$597,448. Of pupils able to read well there are 96,491; able to write, 107,161; learning simple Arithmetic, 83,930; learning Geography, 64,718; learning Grammar, 29,428; learning History, 71,153.

FROM the Nova-Scotia Journal of Education we learn that the people of that province have taken a great step in advance by making school privileges free, as will be seen by the increase in one year consequent upon the change. No. of free public schools in 1865, 647; No. for 1866, 906. No. of pupils for 1865, 35,151; No. in 1866, 44,584; being an increase of 9,443.

SCHOOL-TEACHER DISMISSED.—Mr. F. A. Thyne was employed as a teacher in Mahaska county, Iowa, and, upon attempting to inaugurate a system of instruction with which the authorities were not acquainted, was notified that the system was not approved, and he must conform his course, as a teacher, to their preconceived ideas of propriety, or give up his school. He chose to do the latter, receiving from the subdirector the following certificate, setting forth the reasons for his dismissal:

"This is to certify that F. A. Thyne, a school-teacher, of Mahaska county, Iowa, has taught our school *three* days in Township No. 9, and we dismiss him for the following reasons, viz.: 1st, Doing away with *oral* spelling, and substituting therefor spelling on slates. 2d, Requiring all the smaller children to have slates and pencils, and having them to draw lines, letters, pictures, etc., etc. 3d, He would *not* teach the names of the twenty-six letters, *at first*, to the children. 4th, Taking up too much time for the recitations, and asking too many questions on the lessons. 5th, Allowing the pupils to sit while in the class. Given under my hand, at Oskaloosa Tp., Mahaska county, Iowa, the 22d day of November, 1866. S. RUBY, Subdirector."

Comment on the above is unnecessary; and yet, are there not in our own state directors who are guilty of as great a piece of folly as was Mr. Ruby? We trust the time will come, and that soon, when directors will feel the imperative necessity of making themselves acquainted with the best modes of teaching,—by attending institutes, and by other methods,—that they may be able to know good work when it is done, and to realize the necessity for securing good teachers for their schools; for poor teachers are *dear* at any price.

TENNESSEE.—Prof. Ogden, who helped to sever the chains of the slave by the use of the sword during the rebellion, has now given himself to the work of liberating him from the thralldom of ignorance. The Fisk School, of which he has charge, was established for the special benefit of the poor colored children of Nashville, and for the purpose of fitting scholars for the position of teachers. An institution for the training of preachers was also connected with it. It has a chapel capable of seating 600 persons; and when it is filled with the children going through with their deeply-interesting exercises, it is a sight never to be forgotten. At the very outset, a systematic

grading of all the pupils was made; and when the Board of Education of Nashville visited and examined it, they were willing to confess that it compared in this respect favorably with the white schools. The divisions of the schools comprise, 1st, three primary schools—A, B and C—composed of children whose ages range from 5 to 8 years; 2d, two advance primary—C and D,—with children from 8 to 14; 3d, one intermediate, with those from 12 to 18; 4th, one secondary, close grade, with children from 10 to 14; 5th, one intermediate for adults; 6th, one grammar school, scholars from the ages of 12 to 20; and 7th, one high school, of a low grade as yet, with scholars from 12 to 25. This school contains those who are preparing themselves for teachers. The night school is in successful operation. Instruction in it varies from the Alphabet to the Fifth Reader. The average daily attendance for one week was 495. The number that had not whispered during that time was 401. Number of perfect recitations, 2,725; cases of discipline for the week, 9. The school is sustained at a monthly outlay of \$700. When first opened, it had four schools and 160 pupils, which soon increased to nine schools and 600 pupils. Before the close of its first term, 1,130 scholars, including 209 attending at night, were enrolled.Lookout-Mountain College, near Chattanooga, recently established by the munificence of Christopher R. Robert, Esq., of New York, for the education of southern youth of both sexes, is in the full tide of success. It opened with fifty pupils, which number is constantly increasing. Situated where Hooker won his fight above the clouds, we trust it will win *its* battle over the clouds of southern ignorance and prejudice,—a victory no less glorious, and no less needful than was Hooker's.....Rev. D. Burt, Superintendent of Freedmen's Schools, furnishes to the Nashville Republican and Banner the following figures from the reports for the month of November, showing the exact status of education among the freedmen of Tennessee: Total number of schools, 96—Day schools, 78; Night schools, 18. Total number of teachers, 118—White teachers, 78; Colored teachers, 40. Total number of scholars, 6,451; Number over sixteen years of age, 1,963; Number free before the war, 157; Daily average attendance, 4,136. Number of scholars pursuing the following branches of study: Alphabet, 1,047; Spell and read easy lessons, 2,849; Advanced readers, 2,555; Arithmetic, 1,697; Geography, 1,003; English Grammar, 248; Writing, 1,655. Total amount of tuition paid, \$574.05, by 1,220 scholars. Number of school-buildings owned by freedmen, 23. Number of buildings furnished by Bureau, 29. Amount of transportation of teachers by Bureau, \$500.25. Total expense of conducting schools, \$3,847.60. Two thousand eight hundred and forty-four of the above scholars attend the schools in Nashville.

THE total number of freedmen's schools—exclusive of night schools, Sabbath and private schools,—in all the districts of the Freedmen's Bureau, is 975. The number of teachers employed is 1,405, and the total number of pupils is 90,778.

THE annual report of the Baltimore Association for the moral and intellectual improvement of the freedmen shows \$52,000 expended and \$42,000 received in the year. Of this sum \$4,000 was from the New-England Freedmen's-Aid Association; \$3,800 from New-England friends; and \$6,000 from Maryland colored people. The society has in operation seventy-four schools, including twenty-two in Baltimore, numbering in all seventy-four teachers and 7,000 scholars. Most of the teachers are colored. The most encouraging success has attended the efforts of the association.

PERSONAL.

MARRIED.—In Chicago, on Thanksgiving-Day (November 29), at the residence of S. A. Briggs, Esq., by Rev. W. H. Ryder, D.D., EUGENE B. PIERCE, Esq., of Peoria, to Miss LUCIA A. BRIGGS, of Chicago, and lately assistant-teacher in the Moseley School of that city. No cards. Chicago loses thus a most excellent teacher; but we suppose the public loss is more than counterbalanced by the individual gain. We congratulate the parties, but especially the gentleman, and most heartily wish them much happiness all along the journey of life.

We clip the following from the *New-York Teacher* for December. It is a well-deserved compliment: "Hon. Newton Bateman has been reelected Superintendent of Public Instruction of Illinois for the ensuing four years. He is a model school officer."

M. V. B. SHATTUCK has resigned his situation as Principal of the school at Pittsfield.

CAPT. J. H. BLODGETT, so well known to the readers of this journal, after having served his country with distinction in the field, still continues in her service as a leader in the army of teachers, at Rockford.

PROF. J. HURTY, one of Indiana's best teachers, has removed from Lawrenceburg in that state to Paris, Illinois, where he has been appointed Superintendent of Schools. A scientific note from him intended for insertion in our December number came to hand too late to be of service. We hope to hear from him often in future.

We see by a notice in the *Randolph County Democrat* that Mr. Thompson, the valuable Superintendent of City Schools of Chester, is laboring hard to get parents to visit the schools, and to notice the monthly reports of the pupils. It is passing strange that parents need to be urged to perform so obvious a duty. We venture to affirm that if any one of them should intrust a young colt to a trainer's hands, to have him broken to harness, he would not be satisfied without occasional inspection of the work. But his children! Oh! he has n't time. He guesses they will get along some how.

JON SHASTID, well known as one of our ablest teachers, has removed from Perry to Lewistown, Fulton Co., where we learn he is succeeding finely. The people there are certainly fortunate in securing the services of such a teacher.

HON. PAUL A. CHADBOURNE, Professor of Chemistry in Williams College, has been elected President of the Massachusetts Agricultural College, in place of Judge French, resigned. He is heartily indorsed by the *Plowman*, which says: "The farming community may feel the most entire confidence that, if any man living can make a complete success of an Agricultural College, President Chadbourne can and will."

WILLIAM GILMORE SIMMS is writing a history of South Carolina for use in schools.

PROF. SAMUEL G. BROWN, a professor at Dartmouth College, has been unanimously elected President of Hamilton College, N. Y.

MR. H. H. SMITH, formerly of Galena, has removed to Macomb, McDonough county.

NOTICES OF BOOKS AND PERIODICALS.

* ILLINOIS is proud of her present able State Superintendent of Public Instruction, as she has just proven by continuing him in office for four years more, and that, too, at the head of his ticket. The state has honored him, but she has honored herself no less, in showing that she appreciates earnest, faithful and unselfish effort in the duties of his position. Mr. Bateman has done many valuable things during his several terms of office, but we doubt if he has done any thing of more real public utility than giving this volume to the people of the state. One has to become a little familiar with the working and the duties of the Superintendent's office in order to appreciate thoroughly its value. He has to see the scores of letters coming daily from all parts of the state, containing questions for decisions, each, perhaps, containing in itself the germs of an expensive law-suit, but for the wise and careful decision of the Superintendent.

We are glad to know that the work has met with such acceptance as to cause a second edition, much enlarged and improved, to be issued, and we trust that this will soon be exhausted. No school-officer, and no teacher, can afford to be without this work. We give extracts from two of the numerous commendatory letters which have been received by Mr. B., and which we have appropriated. The Hon. Wm. M. Springer, a distinguished lawyer of Springfield, says: "I have examined the work carefully, and take great pleasure in saying that it reflects great honor on its author, and the state whose officer you are. The decisions are learned and comprehensive, and will be of invaluable benefit to school officers, the legal profession, and to our courts. It is highly important that our Legislature should place the volume in the hands of every school-officer in the state. Such a course would save much litigation and secure one uniform administration of the law."

The Hon. W. M. Hatch, of Bloomington, writes: "It presents in a condensed form *just the* information which the various officers of our common-school system are *constantly* in need of. If a copy of this book could be placed in every school-district in this state, it would render our school system much more efficient, by enabling the various officers to act more intelligently." "It would prevent a great deal of useless but expensive litigation." "I see not how a little money could be invested so as to yield its benefits uniformly to all the people [so well] as by placing a copy of this book in every school-district in our state." And so say we.

† The value of a well-conducted Geological Survey to a state is a well-known and admitted fact, so that most of our states have such surveys, either completed or now going on. Illinois, with its vast coal-fields, and its prairie formation, presents a most inviting, though laborious field, to the geological explorer. This noble first volume of the report demonstrates the economic value to the state of the labors of her worthy and efficient Geologist, A. H. Worthen, Esq., and his various assistants.

It is a disgrace to Illinois that this survey has met with such opposition, and that the various reports of Mr. Worthen's predecessors had not been published simply from the fact that a legislative appropriation was refused. Even now, the appropriation is not sufficient to authorize the publication of all the mate-

* COMMON-SCHOOL DECISIONS. Second Edition; revised and enlarged. By Hon. N. Bateman.

† GEOLOGICAL SURVEY OF ILLINOIS. Vol. i. A. H. Worthen, Director.

rials on hand, and we trust the legislature soon to meet will at once give the necessary authorization. The present volume contains discussions on the surface geology, nomenclature of the groups, description and extent of the coal-measures, geology of the lead region, report on the coal-fields of the state, the origin and formation of prairies, and the detailed reports on nine counties, besides much that we have not mentioned. The next volume (which is in the hands of the printer and will soon be issued) will contain the palæontology, while materials for a third volume are ready for publication. The value of Geology consists as much in its telling what is not as in telling what is; and the additional volume, containing the detailed reports of the remaining ninety-three counties, would pay for itself at once in showing the people where not to expect certain geological deposits.

The labors of the geologist are well supplemented by the engraver, the printer, and the binder, and the volume is one of which the state may well be proud.

*THE true test of any school-book is the class-room. Many a teacher, who has, from an examination of a text-book, decided it to be exactly suited to his wants, has, to his surprise, found it, upon trial, very far from working as he expected. But, from our examination of this book, we should judge it would stand this test, and be found—what its title claims for it—a *practical* Arithmetic. The author, in his numerous school-books, seems to have the faculty, possessed by but few, of making working books; and in this case, without laboring for marked originality, we judge he has succeeded in presenting the different portions of arithmetical science and practice in better proportions than is ordinarily done. It is especially full in Commercial Arithmetic—interest, discount, bills, notes, etc.,—while the roots—so seldom used in business—occupy but comparatively little space.

†WHAT can be done to prevent and punish crime is the great question pressing upon us all—legislators and people. Its increase within the past two or three years,—although there may be exceptional causes at work, which are but temporary,—yet is such as to alarm every thinking person. The author found, upon entering upon his work at Joliet, three years ago last April, but about 500 criminals. To-day there are more than 1,050, with every prospect of a great increase during this winter. These men and women represent at least as many families; they are not altogether abandoned, and the question comes to every one Can nothing be done that they may not plunge deeper in crime when again returned to society? in other words, Can not reformation be mingled with punishment? It would seem that this is a point for the consideration of legislators; and yet the amount that has been done by the state in this direction is an appropriation of \$5 per week for a chaplain, and not a cent for a library.

The author says that in an experience of 25 years in the ministry he has never preached to so attentive an audience as he has within the walls of the prison. He repeats the vivid enumeration of the causes of crime given by the Rev. Dr. Wines, of New York, as according completely with his experience and observation. We could wish, under this head, that he had given us the actual statistics of the prison in stead of general statements. Definite numbers have a power that compels attention.

* A PRACTICAL ARITHMETIC. By G. P. Quackenbos, A.M. D. Appleton & Co., New York. pp. 324.

† CRIME AND ITS PUNISHMENT, AND LIFE IN THE PENITENTIARY. By Rev. S. G. Lathrop, Chaplain. Joliet, Illinois: Published by the Author.

The volume embodies the excellent report of A. M. Gow, Esq., upon the subject of State Reform Schools,—a subject to which the attention of teachers has been often called, and one which is of the greatest importance to our state. No man can read the replies of the various judges and attorneys to the inquiries put by Mr. Gow, without feeling that this object is second to no one in importance, and without hoping that the present legislature will take measures to establish such schools.

The work is a very readable one: at any rate, we sat down to get some statistics from it, and found, before we were aware, that we had read it through. We would, above all, that every member of the legislature could read and ponder well its pages. Send for it.

* New York has long had the reputation of being the worst-governed city in this country. Parton here has given facts and figures to prove why and how it is so. It is worth the careful study of every lover of his country: for the evils spoken of are not confined to New York; they are on every side of us. Official corruption is more than hinted at all around.

When a people gets so far gone in corruption that stealing and official corruption are regarded as virtues, they are surely ripe for the uses of the demagogue, and most certainly unfit for self-government. It becomes us all—especially teachers—to look to it that things are called by their right names, and viewed in their right light.

† WHEN a man so loved and so honored as was Lincoln, and so worthy of that love and that honor, dies, our very love and reverence make us most eager to know all that can be known of him: not alone that he was born and died, that he married and practiced law, etc., which to some seems the ideal of biography; but how Lincoln the *man* looked, how he walked the streets, how he met great and small, and how his heart beat responsive to other human hearts. It is not Lincoln standing with outstretched arm and far-prophetic look over the graves of Gettysburg, but Lincoln standing face to face with the child and the sage, with the rich and the poor, that we wish to see; and this is what this volume tells us of him. It gives him to us as he was seen in a daily intercourse of six months, while the author was engaged upon his historical painting of the signing of the Emancipation Proclamation; and, to our mind, Lincoln grows by the very process that would dwarf the most. The book is an eminently readable one.

THE December numbers of the Massachusetts Teacher, the New-York Teacher, the Ohio Educational Monthly, the Pennsylvania, Indiana and Iowa School Journals, and the Beloit College Monthly, have been received. Each of these contains matter of value and interest, not alone to teachers of the states in which they are published, but to all members of the profession.

THE December number of this journal contained papers of great value read at the State Convention of County Superintendents, held in Centralia. They, for the most part, give evidence of much thought and careful preparation upon the topics of which they treat, and the suggestions contained, as coming from earnest practical men, are of great value. We rejoice to learn that the office of County Superintendent is not now deemed by its possessor a sinecure, but that most, if not all, of the present incumbents are laboring with much ability, fidelity, and zeal, to advance the cause of education in their respective counties. The result can not be doubted.

* HOW NEW-YORK CITY IS GOVERNED. By James Parton. Reprinted from the North-American Review. Ticknor & Fields

† SIX MONTHS AT THE WHITE-HOUSE. Carpenter. New-York: Hurd & Houghton.

THE ATLANTIC MONTHLY FOR JANUARY.—Among the various magazines that present themselves as candidates for popular favor, the Atlantic Monthly stands, as ever, in the front rank, and enters upon its nineteenth volume apparently with increased vigor. It presents an array of distinguished contributors of which its publishers may well be proud. The January number contains the first installment of Dr. Holmes's story 'The Guardian Angel'; poems from Lowell, Whittier, Emerson, Stedman, and Bryant; stories from Trowbridge, Bayard Taylor, and the Author of 'Herman'; articles from Parton, Higginson, Mitchell, Fred. Douglass, and others; and continues its able discussions of current political topics. To all who desire a thoughtful, earnest magazine the Atlantic is commended, in full assurance that they will not be disappointed.

THE HERALD OF HEALTH, published by Miller, Wood & Co., 13 and 15 Lighthouse street, New York, and edited by the distinguished author G. W. Bungay, is well worth its subscription-price of \$2.00 a year. The November number, now before us, contains contributed articles from Greeley, Dr. Hanaford, Rev. O. B. Frothingham, Dr. Wood, Mrs. Treat, Prof. Browne, Burleigh, and Beecher, besides many others.

THE NORTHWEST—a weekly journal of Western Literature, published at Freeport, Illinois—is one of the best of our exchanges. It deserves, and we doubt not will receive, the fullest support.

SCISSORINGS.

Of the durability of timber in a wet state the piles of the bridge built by the Emperor Trajan over the Danube afford a striking example. One of these piles was taken up and was found to be petrified to the depth of $\frac{3}{4}$ of an inch, but the rest of the wood was perfect.

.....AN old writer, quoted by Thoreau in his 'Yankee in Canada', says the name of that country "comes from Monsieur Cane, a French lord, who first planted a colony of French in America." The origin of the name of Quebec is also given as *Que-beck*—"What a beak!"—the exclamation of Jacques Cartier's pilot, when he first saw the cape on which the city is built.

.....EIGHTEEN miles from Romney, West Virginia, is the Ice Mountain—a hill three hundred feet high, at the foot of which issues, all the year round, a stream of ice-cold water. By turning up the loose rocks on the sides, ice may be found in midsummer.

.....THOMAS HUNTER, Esq., Principal of Grammar School No. 35 in New York, receives a salary of \$4,150. Grammar-school masters are looking up.

.....MISS HOWARD—colored—recently graduated at the Girls' High and Normal School in Boston, and has been elected teacher of one of the colored schools in New York, with a salary of \$550.

....."THE Assistant-Superintendent of Common Schools in New-York City"—says Mr. Pardee, the Sabbath-School Agent—"once told me that in the 1500 teachers under his supervision there were not more than five in one hundred that were not simply machine teachers."

.....THE St. Lawrence River carries by Montreal 50,000,000 cubic feet of water per minute, and in the course of a year bears to the sea 143,000,000 tons of solid matter.

.....AMERICAN STUDENTS ABROAD.—Two young Americans stand first and third in a class of one hundred and thirteen, in the competitive examination of civil engineers in Paris.

.....SUEZ CANAL.—It is said that this great work will be completed in a little over a year from this time.

.....WITH four weights of respectively 1 pound, 3 pounds, 9 pounds, and 27 pounds, any number of pounds from 1 to 40 may be weighed.

ILLINOIS STATE TEACHERS' ASSOCIATION.

THIRTEENTH ANNUAL MEETING.

REPORTED BY SAMUEL WILLARD, M. D.

THE ILLINOIS STATE TEACHERS' ASSOCIATION met in its Thirteenth Annual Session, in the Congregational Church in Jacksonville, on Tuesday, Dec. 25th, 1866, at 10:30 A. M.

PROGRAMME OF EXERCISES.

TUESDAY, DEC. 25TH.—*Forenoon*.—10-12, Organization. Address by the President, S. H. WHITE, of Chicago. Appointment of Committees, etc. *Afternoon*.—2-2½, Music: O. BLACKMAN, Chicago. 2½-3½, Address: Rev. S. G. LATHROP, Joliet. 3½-4½, Discussion: *Should Moral and Religious Instruction be given in the Common Schools?* Prof. J. V. N. STANDISH, Galesburg; S. M. DICKEY, Fulton; M. B. BEALS, Moline. 4½-5, Gymnastics: E. P. BURLINGHAM, Cairo. *Evening*.—7-7½, Music: Mr. BLACKMAN. 7½-8, Essay: Miss EDITH T. JOHNSON, Normal. 8-9, Address: JAS. H. BLODGETT, Rockford.

WEDNESDAY, DEC. 26TH.—*Forenoon*.—9-9½, Devotional Exercises and Music. 9½-10½, Address: G. W. PERKINS, Chicago. 10½-11½, Discussion: *Should the State of Illinois establish one or more Reform Schools immediately?* RICHARD EDWARDS, Normal; G. W. PERKINS, Chicago; and others. 11½-12, Essay: J. P. SLADE, Belleville. *Afternoon*.—2-2½, Music: Mr. BLACKMAN. 2½-3¼, Address: WM. M. BAKER, Springfield. 3¼-4¼, Discussion: *Should Attendance at School be made Compulsory by law, and is it expedient that a law to that effect be enacted at the present time?* S. M. ETTER, Kewanee; W. H. V. RAYMOND, Alton; E. P. BURLINGHAM. 4¼-4½, Gymnastics: E. P. BURLINGHAM. 4½-5, Essay: S. M. HESLET, Lebanon. *Evening*.—7-7½, Music: Mr. BLACKMAN. 7½-7¾, Essay: J. W. POWELL, Normal. 7¾-8¾, Address: Hon. NEWTON BATEMAN.

THURSDAY, DEC. 27TH.—*Forenoon*.—9-9½, Devotional Exercises and Music. 9½-10½, Address: Rev. F. H. WINES, Springfield. 10½-11½, Discussion: *Should the Free High School and University form a part of a system of Common Schools?* J. L. PICKARD, Chicago; A. H. VEEDER, Galva; A. M. BROOKS, Springfield. 11½-12, Essay: Miss M. McCAMBRIDGE, Cairo. *Afternoon*.—2-2½, Music: Mr. BLACKMAN. 2½-3¼, Address: Hon. JOHN A. KASSON, Des Moines, Iowa. 3¼-4¼, Discussion: *Should the State of Illinois publish a Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating and Furnishing Common-School Houses?* J. B. ROBERTS, Galesburg; J. V. THOMAS, Dixon; A. M. GOW, Rock Island. 4¼-5, Election. *Evening*.—Sociable.

The meeting was opened with singing, under the direction of Mr. O. Blackman, of Chicago, and by prayer offered by Rev. President Sturtevant, of Illinois College.

The Secretary being absent, Mr. W. H. V. Raymond, of Alton, was chosen Secretary; but he declining, E. L. Wells, Esq., County Superintendent of Ogle County, was chosen.

In absence of the Treasurer, Mr. W. B. Powell, of Peru, was chosen Treasurer.

The President of the Association, Mr. S. H. White, of Chicago, delivered the Annual Address, as follows:

THE RELATIONS OF THE STATE TO HIGHER EDUCATION.

Fellow Teachers: Again we meet for the purpose of consultation, mutual improvement, and the promotion of the interests of the great cause for which we labor. We come to profit by the wisdom gained from another year of experi-

ence, each in his own peculiar field of operations. In reviewing the year just closing, in recalling the success which has attended our efforts, and the progress which has marked the interests of education, we find renewed cause for gratitude to our Heavenly Father, who has so blessed our work. May His counsels guide us in deliberating upon the important questions which arise for our consideration.

Subjects of no ordinary interest are now agitating the popular mind and calling for a wise settlement by our legislators. As those who have devoted years to studying the various systems of education and in watching their working, whose time is spent in solving the various problems which arise in the improvement of mind, whether in individuals or in masses, it is not only the right but the duty of the teachers of the state to give their influence in deciding the character of our educational polity. The action of this association, after careful deliberation upon the subjects which have arisen from time to time, has been a powerful agent in shaping our present educational system; and now the opportunity presents itself for the same salutary influence in settling questions of vital importance. Your executive committee has provided for a consideration of many of these in the programme placed in your hands. Let me bespeak for each one of the subjects there presented the careful attention which its merit demands.

One of the most momentous subjects now agitating the minds of educators is the relation which the state should sustain toward education, especially in its higher forms. That every child within the borders of the state should have the opportunity of acquiring the rudimentary branches as taught in the common school is so plain a proposition as to require but little reasoning to demonstrate it. The history of the different communities of a state and of the different sections of the country is one strong chain of evidence that the prosperity and the happiness of a people are in direct proportion to the prevalence of education among them. The mental and moral degradation of the inmates of the prisons, work-shops and poor-houses of the country is a swift witness of the blighting influence of ignorance. But, disregarding all historic proof, however incontrovertible, of the necessity of universal education, there is, almost within the experience of the youngest child in our schools, enough to convince the most caviling of the truth of our proposition. During the terrible war which has so lately convulsed the nation, what was the mental status of the rank and file of the hosts of rebellion? If we look among them for any gleams of intellectual light, we find the blackness of thick darkness. Had they enjoyed the mental culture which gives the ability to think, had they been familiar with only the elementary principles of a republican government, never would they have become pliant tools to work out the ambitious designs of traitors. They dug to found an empire based upon error and wrong, but found their own graves in stead. Verily, they have reaped the fruits of their own ignorance, a terrible harvest indeed.

Even to-day, where do we find the strongest sympathy for those lately in rebellion and the lukewarm friends of liberty and justice? Not in those portions of the country where school-houses dot the hill-sides, or where the people are ardent friends and patrons of the common school.

Another strong argument for universal education is the fact that, where the people enjoy its benefits, there is an independence of judgment and action which makes them self-reliant. They will become the dupes of no one. No wily, shrewd politician can assume a leadership and retain it longer than his course is straight-forward.

The people will not follow a leader because of the name he has, or the position he holds, but because of the principles he represents. Popular education is the power which regulates the movements of the machinery of government according to the law of mental development and progress. The will of the people is the real power, and all things else are but the instruments provided for expressing and carrying out its designs. Should one of its employes prove inefficient, or indisposed to execute its plans, or be inclined to thwart its objects, he is only an agent, subject to the command of a principal, and with powers limited in extent and duration. Such an agency may, for a time, disobey instructions or disregard duty; but man is transitory, while the government is perpetual. If that government be the combined will of a free people, controlled by wisdom and intelligence, no human power can suppress its su-

premacv: its progress will be like that of the forces of nature in spring-time, outward and upward. As well attempt to smother the life from every blade of grass on our broad prairies as to repress the aspirations of a free and intelligent people.

Popular education is the conservator of the wisdom of the masses, which, like the mighty river gathering in its waters from a thousand different sources, moves forward with the combined force of all its tributaries. Whoever would move against its current finds himself at a stand-still, which is retrogression. Whoever would guide the current must move right forward in the direction of its combined force, or be stranded upon the bank, wrecked by the ambition of an ignorant self-conceit.

That man has most influence among his fellows who has the greatest mental development, coupled with activity and energy in the use of his abilities. If his labors are directed by a high moral purpose, then he becomes a powerful agent for good, and fulfills the mission of a noble manhood. To this end it is the duty imposed upon every man by his Creator to aspire. Since society is made up of individuals, what is true of one is true of all. In community the relations of the members are such that the condition of each one affects that of every other. If there is one who is governed by high and pure motives, and is wise in his action, no limit can be placed to his work. If he is maliciously disposed, his influence will be equally great in the opposite direction.

If, then, the happiness and safety of society and the prosperity and perpetuity of the state are in proportion to the education of the people, the welfare of individuals and the public demands that it be made universal. It is not sufficient that simply the opportunity be offered to all for their acceptance or rejection as their convenience or self-interest shall dictate, but it should be made *obligatory* upon all, to a reasonable extent. Nor are the conditions of the case fully met till the school-house door shall open, inviting *free* entrance to all to enjoy the advantages offered within.

Every government pursues such a course toward those under its sway as will make them the most useful subjects and will strengthen and perpetuate its own power. The welfare of a republic demands a republican education of all its citizens. It demands that development of their mental and moral manhood which shall qualify them for self-government. By as much as it falls short of securing this, by so much does it fail in accomplishing the objects of a republic.

Whether the state should offer, free of expense, the privileges of a higher education to any who wish to rise to a step above the common school is a question concerning which the opinions of educators are greatly at variance. Disregarding, for the present, any details of a system or obstacles in the way of its operation, let us look, for a moment, at the necessities of the case.

The argument for universal education is that every citizen must of necessity have at least enough of culture to perform the plainest duties of citizenship, else he is liable to become a source of mischief to the state. But is this degree of intelligence sufficient for all? Plainly not. There are in the administration of government many and various positions which call for an exercise of the strongest intellect, the clearest judgment, and the most powerful reasoning faculties. Should an array be made of the persons in community who occupy positions in the various departments of public service, the most speculative would be startled at their number. In the educational department alone of this state there are near 70,000 persons engaged in carrying out its objects. Yet this number is small when compared with those who are connected with the other branches of the executive department,—with the administration of justice and the legislation for the state and counties. The time and labor of all these servants is essential to the proper administration of the affairs of state. It is just as necessary that there be capable and efficient men to administer the different branches of government as that there be intelligent and patriotic citizens to compose that government.

If these things be so, then plainly it is for the advantage of society that every opportunity be offered to the young (from whom these positions of trust are to be filled) to thoroughly and completely prepare themselves for their future obligations. The child from the abode of poverty is as liable, in the future, to be called, by the choice of his fellows, to positions of power and trust as the one who is reared in a home of affluence. To place the interests of the government in incompetent hands is a misfortune which has been experienced by our

people too often to risk its repetition. It were far better for the state to diminish the chances of such an occurrence, by offering free to all the privileges of higher training, than to run the risk.

Nor is the need of efficient public servants the only reason for a free higher education for all. There is a social element in human nature. We are surrounded by others, whose welfare is, to some extent, determined by our actions toward them. Whether we will it or not, the position which we hold in the minds of those around us, and hence our influence, is fixed by our deeds of omission or commission toward them. The man who has studied human nature from the stand-point of a wise and liberal culture is more ready in devising ways to promote the happiness of his neighbors. All his impulses are elevating in their character. His life is like the genial warmth of the sun in spring-time, exciting every thing within its influence to a higher and more complete development. What society bestows upon him in his early training and higher culture, he restores to it after many years with large interest. As a means of social elevation, then, we argue the desirableness of higher institutions of learning whose advantages shall be free to all at public expense.

There are many objections urged against this theory by those who favor leaving all education above that given by the common school to private enterprise. It is said that private benefactions will prove sufficient for the establishment and support of a sufficient number of advanced literary institutions to meet the wants of the country. Upward of \$2,000,000, we are told, has been given by individuals within the past two years, to found colleges, endow professorships, or otherwise to encourage more liberal culture among our people. The manifestation of such a disposition by the wealthy men of the country is cause for sincere congratulation by all. All honor to a Vassar, a Peabody, and a Cornell, who have been the executors of their own vast wealth so as to secure the mental and moral improvement of generations yet to follow them! There can be for them no more beautiful monument than the gratitude of an appreciative people, who will rise up to bless their names long after they shall have passed away.

But are a few munificently-endowed colleges or special schools, in a remote section of the country, sufficient to meet the wants of a numerous and rapidly-increasing population covering the great central and western territory of the nation? Here are hundreds and thousands of young men, and young women too, burning with as ardent a desire for higher education as ever inflamed the minds of ambitious youth. Shall they be compelled to go hundreds of miles to find a college or school of science which is able, through private liberality, to give them its advantages free? Shall they be debarred even the more limited advantages of a high school nearer home by the obstacle of rate-bill or tuition-fee, which they are unable to cancel?

Again, it has taken about two hundred years for the most enterprising section of the country to produce men of the means and liberality to bestow this great wealth upon learning. Are the youth of to-day to rest satisfied with the more limited advantages of the common school, and to console themselves with the hope that some generous millionaire will be raised up in time to found an institution whose benefits their descendants in a remote degree may enjoy? No. Here is a living, craving want of to-day, a thirst for higher knowledge by the people. The people are the ruling power. Let them determine that they will, from their own resources, furnish all necessary means for cultivating the mental and moral nature of themselves and their posterity, for the safety and perpetuity of the state and the happiness of society. Let them supply their more immediate wants first, by engrating into our educational system the Free High School, to which the common school shall be tributary; and in the future, not far distant, we will hope, let the training of these schools culminate in still higher institutions, where full preparation may be made for any position in life. Private enterprise has, comparatively speaking, done every thing hitherto, and still is bearing the burden of the labor in the work of higher education. Let it still work on. There is enough for it to do. But the people are a body as much as an individual, with aspirations and necessities the same in kind, but proportionately greater in volume. Moreover, they are more able, as much stronger as is the bundle than the single rod. Why should they leave for individuals to do for them what they are capable of doing for themselves, and clearly more able to do? There is no reason for conflict. Both are striving for

the same object, and there is a field of labor ample for the greatest efforts of both. The liberality of the wealthy may do much toward supplying the educational wants of the age. When considered as the munificence of individuals, these gifts are indeed princely; but how small is their aggregate when compared with the amount necessary to place the desired advantages before the masses. It is as much less than the sum needed as is the wealth of the donors compared with the accumulated wealth of the nation. How few of the vast number of youth in the land could be received in all the high schools and colleges of the country, were they made free.

There are some of the warmest friends of education and most efficient laborers in its field who willingly subscribe to the idea of public support to higher institutions, but see not the necessity of establishing more than already exist. Let the money be shared, say they, between those now in operation, thus enabling them to open their doors free to all who would accept the advantages offered.

If such aid be furnished to the colleges, the same reasons can be urged in favor of giving a portion to the academies and seminaries, until the fund will be so divided and subdivided as not to perceptibly benefit any one, or to allow it materially to enlarge its course of instruction or lessen its expense. There is reason to fear that such a course, in stead of increasing the efficiency of already-existing institutions, would give rise to still others which would live a feeble life, with too little of vitality ever to become a real educational power.

In carrying out this plan, a serious difficulty would arise. The private institutions are, most of them, more or less denominational. The assistance rendered is purely of a public nature. What rule shall be adopted in its apportionment? Each has an equal claim to it. It will be only necessary to recall the strong and bitter contest which has been waged in some of the eastern cities over the division of the public school fund, to point out the danger attending the proposition. Human nature is ever the same; and when the opportunity arises, the strife excited by the division would produce results little to be hazarded by those who advocate the plan. So long as free toleration of religious opinion is one of the foundation principles of the government, so long as there is a separation of church and state, so long will it be unwise to excite sectarian discussion over a division of public patronage.

Let the High School be established whenever and wherever there is a demand for it. Let the instruction then be free, and it will have such efficiency and thoroughness as can not prevail where the teacher's support depends upon the quarterly tuition-fee. More genuine instruction will be imparted, more mental development produced, more knowledge gained, and hence more good done for the people in such a school than can possibly be accomplished by instructing the same number in private schools as they exist. As the high school is the goal toward which the youth turn their steps from the common school, so let the system culminate in the University which shall bestow its advantages according to the same policy and general management.

Some of the most efficient laborers in the field of popular education doubt the feasibility of embracing in the system institutions of higher grade than the common school. The simple work of teaching the elementary branches can safely be trusted in the hands of the people and be successfully accomplished by them; but the labor of higher cultivation is too difficult a task, the machinery is too intricate to be intrusted in the unskilled hands of the masses. The people have not themselves been raised to an intellectual stand-point high enough to appreciate the philosophy of higher mental development or shape the course of study to secure it. Such a task should be left in the hands of a few, those who are confessedly wise, and skilled in the various departments of mental lore. Moreover, the popular will is too unstable in its character, too liable to shift from one extreme to another, as parties change or as feeling shall be excited by some sudden or transient cause. The tree of knowledge is of too slow a growth and must have tender and uniform culture, in order that it shall bring forth fruit in abundance or perfection. At least, say they, the experiments that have been tried have met with doubtful success, as is illustrated by the various state universities which are living feeble, inefficient lives.

Let us look at these objections, so sincerely urged by our friends. First, the appreciation of the work to be done, and the ability to devise plans for its accomplishment.

The whole history of the American people is strong testimony that they have the mental ability which qualifies them to know their wants and to devise means to meet them. A people which, following no one model but copying from several, founded the most beneficent government the sun ever saw, which has reared that government through a youth beset with many dangers and fiercely attacked by deadly enemies, warding off every danger, growing with its growth and strengthening with its strength, till the potentates of the old world acknowledge their genius and respect the influence and power of their institutions,—such a people are not so intellectually weak or undeveloped as to need the prescription of any mental doctor or school of mental practice to mark out a course of treatment or lay down rules for their growth. To have matured and put into successful operation the various means already existing for the protection and improvement of society argues an ability to devise and carry out any scheme of education. Look at the various reformatory institutions scattered over the land,—the prisons, work-houses, reform-schools, the asylums for the comfort and improvement of the unfortunate of every class,—all of which are so many agencies in the grand work of education; and who will say that the power that could originate and successfully manage all these has not the acumen to comprehend the nature of the problems of higher education, or the ability to solve them? Look at our normal schools, entirely under public control, yet confessedly of high rank as literary institutions, and thoroughly successful in doing the noble work for which they were established. Yet, is it a less difficult task to devise means and carry out plans for preparing a man for the profession of teaching than to fit him for the other professions of law and medicine, or to teach him a science or a language? It would seem that what is competent to the one task is to the other also.

As to the popular knowledge of the details of management in a high school or college, or the familiarity with the methods of instruction to be followed therein, this is by no means necessary. The corporation which builds or operates a railroad may know little either as a body or as individuals of the details of the work or the minutiae of engineering; yet, it can secure men who, knowing the plan, can successfully carry it out. The people are the body-politic, and generally they succeed in getting excellent men, often just the right men, to carry out their instructions. Especially is this the case in the conduct of enterprises of an educational or reformatory character. The public institutions of the country when compared with the private, grade with grade and class with class, in respect to good management, thoroughness, and practical results, need not shrink back in fear of the test.

Nor will the occasional infusion of popular ideas in the course of instruction in our higher institutions, or of popular vitality and energy in their management, impair their efficiency and fitness for these times and our government. The curriculum of the college was marked out in the middle ages, when learning was confined to the cell of the monk or to the priesthood. The world was just rousing from the sleep of the dark ages, and was groping toward the light of a new day, profiting by the experience of the past. All its treasures of knowledge were locked up in the languages of Greece and Rome. In these two facts lies the explanation of the predominance of the ancient classics in the college course. At that time science had not revealed its different departments, with their new and sublime truths; it had not made its startling developments and valuable discoveries. It may almost be said to have created a world in which no man should live and be ignorant of its truths. Then, too, there was not the great variety of languages, spoken and written, which we have to-day; and above all, our own mother tongue, selected from all and surpassing them in richness and variety of expression, was still waiting in the distant future. All these things are the outgrowth of the later and riper ages in the world's history, and make greater demands upon our time and attention because of our nearness and relations to them. We are a part of them. By them we gain our livelihood and link ourselves to the world around us. They have, then, the first claim upon our attention in the grand scheme of education.

There are those who urge with strong arguments that, aside from their practical value, the studies connected with the later periods of the world's history furnish all needed material for pure mental discipline. At least, there are so few of our people who have leisure to give to the study of the ancient classics, or occasion to use them in any form in their vocations, that they should be made a specialty to be taken by the few, in stead of a prominent feature in a

general course. For the purpose of mental discipline and the cultivation of language, a thorough, critical study of the earlier and later standard writers in our own language would profit the great mass of American students as much as the study of the authors who wrote in the Greek or Latin tongue, apart from the valuable knowledge which they would gain in learning the history of our literature. The standard authors of the English classics, from Chaucer down to Irving, furnish variety and purity of style sufficient to form the taste of the mass of the men of our republic. If greater versatility and resources in expression are desired, let them be sought in a careful study and translation of the idioms of the modern languages with which we are continually brought in contact.

I do not wish to underrate the study of the ancient classics. If there is a desire to study them, by all means let it be gratified. Whoever acquaints himself with them will find a wealth of learning that will richly repay him for his labors. But let there be an opportunity for taking or omitting them.

The doubtful success of higher institutions under public management has been urged as an argument against the plan. Is there justice in the assertion? Let us look, for a moment, at the extent to which the trial has been made, and the results. A writer in the American Encyclopædia tells us that in the states of Michigan, Wisconsin, Iowa, Mississippi, Alabama, and perhaps some others, enough of the university lands have been sold to partially endow the institutions for which they were given. What is their success? In answering this question it is well to remember that they are all in comparatively new states, where the habits of the people allow neither the time nor the taste for study that are found in older communities. Hence the fact that all these institutions have not, in the few years of their life, risen to high position among those of the same class, should not be taken as an argument against their success or their plan of organization. Again, the experiment of free public schools of the highest grade is comparatively a new one, commenced within the memory of many of those who hear me. Their present condition is not the result of centuries of growth to the system and some times of an equal age to a single institution, under the fostering care of a succession of the most cultivated and powerful minds of their times. The free State University is the culmination of the popular idea of a higher education, gradually assuming a definite form, like the plans of a splendid structure in the mind of the architect. Under these circumstances, the comparison should be made with liberal allowance.

But look at the facts of the case. In the South, the character of the political and social institutions has always tended to discourage all education of the people, while the late war has pretty effectually swept away any institutions, public or private, that had been established. In the North, a candid survey of the situation will reveal the fact that the state institutions, when compared with others of a like grade in the same states, will sustain themselves either in point of numbers of students or of the efficiency of their instruction. This fact is no small argument in favor of the people's ability to provide for their own education. But if, in any single instance, it has been shown that not only an equal but a greater success has attended a popular institution of the kind under consideration, then we claim that there is both the ability on their part to establish and conduct them and that there is an especial fitness in their doing so.

Such an instance is undeniably found in our sister state, Michigan. Her university, standing where, in the memory of those now living, the wild Indian has gathered for the war-dance, now ranks foremost in the country in point of numbers, and in her organization, management, and the character of her instruction, she is attracting the attention of the wise men of the East, lest they lose that preëminence which great age, immense wealth and long-established reputation have given them. Yet this institution had her trial time, when the scales were evenly balanced between success and failure. It underwent changes in its plan of organization and changes in its management, and still its classes were small with prospect of growing smaller. Its first ten years were years of experiment. Even under its present organization it has had its severe trials. But the intelligence and confidence of the people have borne it triumphantly through all, until now, in the lifetime of its first graduates, it gathers within its lecture-rooms over 1,300 students, to whom it gives instruction free. Such an institution is the ripest fruit of a free educational system, and a most powerful agency for uplifting the people and perpetuating a free government.

What a people have done they can do; and it requires no great stretch of faith to believe that other similar institutions will outlive their days of trial, and, like the one referred to, freely dispense the blessings of higher intellectual culture.

It has been urged that a system of higher education so comprehensive would encourage the growth of infidelity and atheism. This is equivalent to charging that such is the tendency of the American mind (a question which it is not our province here to discuss). Granting that such is the case, how would the growth of denominational institutions, each patronized by its own sect, arrest this tendency? Will the unsectarian become less so by not being educated at all? Will a Methodist become less a Methodist, or a Baptist less a Baptist, by being educated together and in the company of those not identified with any particular sect? It would seem as if their Christian lives would have a wider influence by their association with others, and that thus the public institution would become a means of disseminating the doctrines of Christianity in stead of infidelity.

But it is not really the case that the state favors infidelity. The organic law of all the states, if it does not recognize all denominations alike, thus placing them on a common level, leans decidedly in favor of a profession of religion. Some provide that the Bible shall be read in the schools, some say that it shall not be excluded from them, while the rest are silent upon the subject. There is not a single one, however, which does not recognize the spirit of Christianity and encourage the practice of its precepts by every citizen. This it does by express language and by the spirit of all its provisions. Moreover, the fact is that in all public literary institutions religious instruction is actually given, free from all sectarianism, and that no restriction is imposed upon attendance at ordinary places of worship. Upon the whole, then, the spirit of our institutions is clearly to encourage the practice of the precepts of the Christian religion in stead of to discourage it.

I have presented some of the reasons why a state should provide for the higher mental and moral culture of its citizens, why the people as a body should supply themselves with the means of gratifying the aspirations of their higher nature. To make a practical application of the whole matter, How is it with the State of Illinois? Has she a thorough and complete system of Free High Schools? Is there any higher institution in which the instruction given in the High School culminates, and in which the youth of the state are prepared for the higher walks of literature, for the professions, or for scientific pursuits? Illinois is considered great among the states. As a model of enterprise she is the wonder of the world. Her railroads are crowded with produce from her broad prairies sufficient to feed the nation. Every want which would affect her financial prosperity her energy and enterprise supply. More than all, she has a generous, highminded, noble people. Her great deeds are not confined to one man or class of men. Her thousands of sons sent out to battle for the preservation of our country, her recent unmistakable reiteration of her adherence to the principles of liberty; these are possessions more worthy the pride of a state than much silver or gold. With all these high qualifications, shall she depend upon private institutions or foreign aid to educate her sons? Let us hope that such shall not long be the case. For the free higher education of the people let us labor: and though the fruit of our efforts may be in the distant future, it will be another added to the noble works of this association that it was an earnest advocate of a complete system of free education.

Dr. Willard, of Springfield, moved that the President's Address be referred to a committee for presentation of business and topics therein suggested, for action of the Association: and the motion prevailed.

Mr. Phelps, of Peoria, moved that a committee on nominations, to consist of five, be appointed.

Mr. E. A. Gastman, of Decatur, moved to amend by making the committee consist of one from each Congressional District. The amendment prevailed, and the amended motion was agreed to.

The Association then took its noon recess, till 2 P. M.

2 O'CLOCK P. M.

The Association reassembled. Mr. Lathrop, of Joliet, was not present, to lecture according to the programme.

Hon. Horace Greeley being accidentally present, he was introduced to the Association and gave an extemporaneous address. He had never been a teacher and could not profess the art. But he knew something about government, and would say something on school government as he had known it. He did not agree with the maxim that that is the best government that governs least. The world is not governed too much, but badly governed. Teachers are liable to be too particular, too fidgety, too strict upon minor and unessential points. They should view all infractions of the strictest order with charity. If you enter a school where you find a long list of rules, you know you are in a poorly-governed school. The great difficulty of government now is in the question of corporal punishment. The children of families where there is good government at home rarely require corporal punishment at school. But what shall we do with those who are ill governed at home; who live in constant fear of blows; who know no government but that of brute force? He would narrate an experience of his own boyhood in New Hampshire. He attended a school where for two years one teacher ruled, who frequently enforced discipline by corporal punishment. True, many of his pupils were rough boys, and needed control. He was succeeded for other two years by a teacher who managed for all this term with corporal punishment in but a single instance. Now this does not prove that no physical punishment is ever necessary; but you will agree that the latter teacher was the best,—one of a higher grade of power. He who can rule without making use of his physical power is the best. No anger must mingle in the government. It is hard to make pupils feel that those who hurt them really love them; and any evidence of passion degrades the teacher's government in the estimation of the scholar, and makes all control more difficult. There is too little oral instruction. Books are better than formerly, but are not living teachers: they only help teach, like other helps to be used subordinately. There is too much parroting of words without meaning in the pupil's mind. He had studied grammar for a year before any ideas of it really entered his mind. He suggested how he would teach the outlines of this subject by oral methods. Calling attention of the whole school, he would raise the question What is grammar? beginning with the youngest pupils, and going up, commenting upon the replies, and eliciting their thoughts and directing them, exciting an interest in the inquiry. Next, Of what use is grammar? why should we study it? Then, by the same general plan, he would bring in the classification of words; the classes of words,—nouns, verbs, etc.; rules: the necessity of rules, and their nature. In all this he would have little to do with books. Unless the teacher is to the pupil one who is superior to books, not tied to them, the pupil can not respect him. Studying Murray's Grammar, he first began to take interest and learn when he noticed that the author erred. To get above the book is a great education. It is common to hurry too much, and spend too little time upon each subject. He would not adhere too strictly to a programme. The subject may often be best considered by the whole school. The youngest may take good from any subject. He may go home knowing daily some one thing new, and that is a gain not always made. Oral instruction is better than books, as a sermon preached is better than one read. Teachers have a wide power over the direction of studies. Children are often

misdirected and waste their power in unpractical matters. For instance, he has seen algebra taught to quite young pupils. Now algebra is good; but was it the thing for them to study? The great object is to make pupils able to learn; to open minds and make them receptive; to make them open-eyed, clear-sighted, quick-seeing, ready to seize upon the truths and facts of the universe. Now in forty years of active life he has not found any need of greater mathematical knowledge than we have in common arithmetic; but he has needed the mighty sciences of geology and chemistry. The pupil may well spare the unpractical mathematics, if only he can read the Earth, its rocks and soils. I speak from experience. I have crossed two continents, and mourned my lack of knowledge of the earth we live on. These things were not in school in my day. They are new sciences. Now no man can be a good farmer without these: no woman a good housekeeper without real knowledge of chemistry. Every one needs, *needs*, natural science; and education should be turned toward it as much as possible. These are full of interest. Liebig is as interesting as a romance. Good elementary text-books are needed to make the sciences popular. He referred to Youmans's Chemical Chart as an illustration. Immense would be the benefit of sending forth our pupils with rudimentary knowledge of geology and chemistry, to agriculture, mechanics, and manufactures. Whatever is not remembered and used is not well taught, or should not have been taught. This is the objection to classical learning,—not for a certain class of minds, but as a universal means of training. All forget their Greek and Latin in a short time, which shows that they did not learn Greek and Latin: else they would have remembered and enjoyed it. But no one can forget geology and chemistry if learned. The speaker alluded to the introduction of anthracite coal within fifty years, and to great ignorance as to use of fuel, peat, etc., and to search for coal where a geologist knows it can not be found. It is a wonder that the Yankee people know so little on such things. It is sad that so few love teaching so well as to adhere to it for life. Temporary teachers, seeking only present employment, can not be so good as those who love their work. Few can lie down free from care at night; but none have a more tranquil life than the teacher, with consciousness of work done. If you could only call teaching an office, every body would want the position of a teacher. If you pass from your present vocation, you will look back upon it as the most pleasant part of your life. Teaching is the best preparation for other vocations, by its wide scope of research when well attended to. He hoped that teaching is more and more pursued as a life-occupation; that the calling is more honored and better paid; and that it will be so more and more.

The Chair appointed as Committee on the President's Address Dr. Samuel Willard, Prof. J. B. Turner, and Mr. T. J. Burrill, of Urbana.

Mr. Phelps, of Peoria, moved the appointment of a committee on resolutions, which motion prevailed.

Mr. Gow, of Rock Island, moved that Maj. Hammond and Mr. Bemis, of Iowa, be made honorary members; which was agreed to.

The discussion was called on the question *Should moral and religious instruction be given in common schools?*

Prof. Standish being absent, Mr. Blodgett, of Rockford, opened the discussion by saying There is no room for discussion: all are agreed. The teacher who does not inculcate the fundamentals of morals is a coward. But the Scriptures are not used as much as they should be.

Mr. Dickey.—We need and enjoy entire development. It is the inalienable right of every child to have a good intellectual and moral education, and it is the inalienable right of society to demand that every child have this education. We are scarce aware of the education from influence. I have known in a school twenty or thirty made tobacco-chewers by the influence of one person in two months. We need moral education as an incentive. It is said of Wellington that he never wrote a dispatch in which the idea of duty was not prominent: it is said of a certain politician that he scarce ever wrote a dispatch in which the idea of policy was not prominent. Let the fate of the two be our warning. The objection is made that, the schools being supported by a tax, nothing can be taught which is objected to by any one. But no one has the right to object to that which is for the good of the state. The state is paramount. Objection is made that sectarianism will be brought in. But there is no need of this. There is common ground which may be taken. How this shall be done is perhaps aside from this discussion: would say that it must be done by example.

Mr. Dow, of Moline, considered the question almost a settled one. The mother should be the source of moral instruction. But are there not many children who never receive moral instruction except in the Sunday-school or the day-school? Can this be confined to one hour, on one day in seven? Teachers associating with the pupils day by day have the opportunity of giving moral instruction hourly, and, as it were, without effort. Mr. D. gave an example of a teacher in his county who was, out of school, the companion of tipplers and gamblers.

Mr. Leal, of Champaign, said that there was great apathy upon the subject, and with good reason. It is largely the fault of the ministry; they do n't pray for the teacher: they pray for every thing else. One minister prayed for our colleges and seminaries, and even for our *inferior* institutions of learning.

Rev. Dr. Charles Adams, of Jacksonville.—The question is not regarding ministers or their praying, but in regard to moral and religious instruction in school. A person qualified for a teacher has an almost inconceivable influence over his pupils. In a thousand ways he may draw the minds and hearts of his pupils to their Creator. I do not believe that there is any great opposition among parents. There are a few who oppose, but more do n't care.

Mr. Rolfe, of Chicago.—It is clear that such instruction should be given in school. The fact that children are capable of receiving it shows that it should be given. A practical difficulty: a person who can not keep away from vile company should not attempt to give such instruction. He gave an example of a superintendent of schools found playing cards on various occasions. Such persons should never attempt moral instruction.

Mr. Andrews, of Warsaw.—That a child is capable of receiving moral instruction is no reason that he should receive it. A child is capable of receiving evil instruction as well. The true reason is because it conforms to God's law. If a boy steals, I believe in repeating to him the commandment against stealing, because God gives it. This is the test. A thing is wrong not because any man says so, but because God says so.

Dr. Willard, of Springfield.—What is the difference between moral and religious instruction? Morality deals with conduct on grounds of custom, expediency, reputation, ethical philosophy, etc. No one objects to moral instruction, —*i. e.*, that which tells the child what is to be done and what is to be left undone. Religious instruction shows that this shall be done because God so wills,

and that shall not be done because God forbids. No man object to religious instruction that goes thus far. But teachers generally have opinions as to the way in which God works: and here they enter upon the disputed grounds of the sects, and soon give offense. The speaker had known a teacher who, in a time of religious excitement, urged her pupils to attend meetings, while the parents of some of them, holding similar religious opinions, were studiously keeping their little ones out of the excitement. He had sent his son to a teacher who would scold and whip the children and then fall to praying over them: it required all home influence to keep the boy from despising both teacher and prayers. He hoped his children might always attend schools where religious and moral instruction is given, and where sectarian influences and peculiarities are excluded.

Mr. Boltwood, of Griggsville.—There is a difficulty in the apathy of the people,—not alone of the irreligious, but of the members of Christian churches. The public are indifferent, criminally so. Any thing to break up the dead sea of apathy. How many moral mothers and moral fathers care much about these matters? Apathy of teachers is another difficulty. Opportunities come every day. We can touch chords that will respond.

A. M. Gow, of Rock Island.—The question is an important one in several of its bearings. Will mention but one. He has known schools where the scholars were called together every day to prayers, and yet has seen such a condition of things in the same schools as was a moral disgrace. Visiting Oswego, I visited the school-houses, though the schools were not in session, to form an opinion as to the morality of the schools. It could be seen in the condition of the walls and fences. One school was judged inferior to the others, which opinion Mr. Sheldon confirmed.

Mr. Merriman, of Chicago.—Apathy on this subject is alleged. But a few years ago there was general apathy in all school-matters, which has been overcome by efforts of the teachers. If the teachers are awake on this subject, the people will become aroused too.

The President announced the Committee on Resolutions: Messrs. Phelps, of Peoria; Boltwood, of Griggsville; and Andrews, of Warsaw.

Mr. Shastid, of Lewistown, moved a resolution of thanks to Hon. Horace Greeley, for his address, which was agreed to.

By the programme, the subject of Gymnastics was to be presented by Mr. Burlingham, of Cairo; he being absent, Mr. Phelps was called to fill his place.

Mr. Phelps.—Regarding any discussion of the principles of physiology related to this subject as out of place, because not needed, he would call for volunteers and give an exemplification of free gymnastics. Upon question as to how many teachers present used free gymnastics systematically, nineteen rose.

While the volunteer class was forming, Hon. Wm. Thomas, Trustee of the Institution for the Deaf and Dumb, extended to the Association an invitation to visit the institution. The invitation was accepted, the time to be set hereafter.

An exercise was then had in Free Gymnastics.

After sundry announcements, the Association adjourned till seven o'clock P.M.

TUESDAY EVENING.

The Association met according to adjournment.

Music by a volunteer choir, in charge of Mr. Blackman.

On motion of Dr. Charles Adams, it was adopted as a rule of the session that volunteer speakers be limited to five minutes' time, and that no one shall speak more than once in any debate.

Miss Edith T. Johnson, of Normal, then read an essay: *General Principles in Education*.

The Committee on the President's Address, by Dr. Willard, reported, recommending that the topics of the address be referred (1) to a Committee on Legislation; (2) to a Committee on State College; (3) to a Committee on Revision,—each taking the portions relating to their several specialties; and (4) the remainder to the existing Committee on Resolutions. The report was adopted.

Capt. James H. Blodgett, of Rockford, delivered a lecture on the *Causes of Imperfect Scholarship in American Scholars*.

The President appointed committees as follows:

Committee on Legislation—A. M. Gow, of Rock Island; Wm. M. Baker, of Springfield; T. R. Leal, of Urbana.

Committee on State College—J. B. Turner, of Jacksonville; A. M. Brooks, of Springfield; H. J. Sherrill, of Belvidere.

Committee on Revision—S. M. Dickey, of Fulton; I. S. Baker, of Chicago; W. H. V. Raymond, of Alton.

The President read a letter from Dr. Joshua Rhoades, Principal of the State Institution for the Blind, inviting the Association to visit that institution. The invitation was accepted.

On motion of Mr. Powell, of Peru, it was ordered that an Auditing Committee be appointed.

After announcements by Mr. Jas. M. Gow in respect to the necessity of pecuniary means for the execution of certain orders of the Association, and by Dr. Willard in behalf of the Illinois Teacher, the Association adjourned.

WEDNESDAY MORNING.

The Association met at 9 o'clock, and was opened with singing, and by prayer by Rev. Dr. Chas. Adams.

Business being called for,

Invitations to visit the state institutions were taken up; and an invitation from Dr. Andrew McFarland, Superintendent of the Hospital for the Insane, was read. After some discussion, it was determined to visit the Institution for the Blind on Friday morning, and the Insane Asylum on Friday afternoon.

Apologies for absence were presented from Rev. Mr. Lathrop and Prof. Standish: in the first case a severe accident, and in the other invincible circumstances.

The President appointed as Auditing Committee Messrs. E. A. Gastman, of Decatur; J. B. Roberts, of Galesburg; and A. N. Merriman, of Chicago.

Mr. Blodgett offered the following resolution:

Resolved, That we request the Representatives and Senators from this state to use their influence to secure the establishment of an Educational Bureau to collect statistics and furnish a means of intercommunication between the dif-

ferent parts of the Union, and especially to look to the appointment of a thorough educational man as the head of the same.

Mr. Blodgett stated that a bill had already passed one house of Congress; that the Teachers' Associations of Michigan and Indiana had urged the establishment of the Bureau; that Gen. Garfield, of Ohio, in Congress, and eminent educationists in the East are laboring for it. He read a letter from the State Superintendent of Pennsylvania on the subject of a proper appointment for the Chief of the Bureau. It might seem doubtful whether the establishment should be urged until we can be sure of having a good man at its head. The powers that be are supposed to be opposed to it: they have opened a department of statistics and promise to give in it much attention to education: they have sent out blanks to get figures; but no man can fill them intelligently, they are such botchwork.

Mr. Spalding.—As in case of the Agricultural Bureau, the Chief of which is not admired for ability, while the bureau does good, so an Educational Bureau will be useful, even without the best man at its head.

Mr. Boltwood.—Since there is a disposition to spend the public money in experiments, we may as well have this tried: at least, we have chances for a good man.

Mr. White (*in answer to inquiry as to the purposes and objects of the bureau*).—The bureau will collect statistics and general information; will be a medium of communication and diffusion of knowledge between state departments: I hear that it will also investigate the question what has become of the University Fund given by Congress to the states.

Rev. Dr. Sturtevant, of Illinois College.—There is a great advantage in having a national recognition of the importance of education, which this bureau will be in a practical form. The apprehension expressed about the probability that a mediocre man will be made its head should not prevent action; in the long run the objects will be reached. I fully agree with Mr. Blodgett in what he said about the blanks sent from Washington: they are miserable things.

Mr. Merriman, of Chicago, moved for a committee of three to present the matter in behalf of the Association, and to see that the bill for the bureau shall be what it should be.

Mr. Blodgett said that this is unnecessary: Gen. Garfield drew the bill now pending, with the help of Boutwell and other eminent men, including the State Superintendents who met in the national capital last February: we can not expect to add to their work.

Mr. Eberhart.—The bill passed by the House is satisfactory to educationists: Senator Trumbull tells me it will pass in the Senate also.

Mr. Merriman's motion was lost.

Mr. G. W. Perkins, of Chicago, delivered an address on *Reform Schools*.

Mr. Brydges, of Peoria.—Many boys are known to us who are going on the downward road, with little hope for them if they go on till they reach the penitentiary, upon coming from which they are in despair of recovery. Teachers should bear this in mind in dealing with their pupils whose future seems doubtful.

Mr. A. M. Gow stated that the committee appointed a year ago by the Association have been at work collecting valuable information, which they purpose to bring to bear upon the legislature in their efforts to secure proper legislation.

Mr. T. J. Burrill offered a resolution that the State of Illinois should establish a reform school immediately.

On motion of Mr. A. M. Gow, the number was changed from *one* to *two*,—one northern and one southern; and the resolution was adopted.

An essay on the *Importance of Sustaining Educational Journals* was read by Mr. J. P. Slade, of Belleville, with special appeal in behalf of the Illinois Teacher.

The President announced the Committee on Nominations:

State at Large, J. F. Eberhart, of Chicago; from Districts—(1) I. S. Baker, of Cook; (2) J. H. Blodgett, Winnebago; (3) E. L. Wells, Ogle; (4) M. Andrews, Hancock; (5) E. H. Phelps, Peoria; (6) W. B. Powell, LaSalle; (7) E. A. Gastman, Macon; (8) Wm. M. Baker, Sangamon; (9) H. H. Smith, McDonough; (10) — Prince, Morgan; (11) Simeon Wright, Marion; (12) W. H. V. Raymond, Madison; (13) Carl Roedel, Wabash.

Inquiry was made as to the funds left last year in the hands of the Treasurer. It was found that the late Treasurer, Mr. Otis, had over seventy-five dollars: that he had never accounted for the same; and that he had absconded from his late residence.

The President announced that persons desiring to obtain the Proceedings of the last meeting of the National Teachers' Association may get the same upon sending fifty cents to Dr. James Cruikshank, Brooklyn, N. Y.

Mr. W. B. Powell moved that the Association meet this afternoon at 1:30. Lost.

The Committee on Revision offered report, by Mr. Dickey, which was unanimously adopted.

[The Constitution as amended will be published in full in a future number of the Teacher.]

Mr. Boltwood moved to refer to the Committee on Legislation the proposition that the school-law be amended to require monthly payments to teachers; and the motion prevailed.

Mr. J. M. Gow requested all holders of State Certificates to remain after adjournment, for a meeting.

The Association took its noon recess.

WEDNESDAY AFTERNOON.

The Association met at 2 o'clock. After music by Mr. Blackman's choir, Rev. Wm. M. Baker, Principal of the High School, Springfield, delivered an address upon *Professional Work*.

Discussion was called upon the question *Should attendance at school be made compulsory by law, and is it expedient that a law to that effect be enacted at the present time?*

Mr. S. M. Etter not being present to open the discussion according to the programme, Mr. W. H. V. Raymond, of Alton, was called.

Mr. Raymond.—I used to think this question disposed of by this statement: John Jones is taxed by the state to pay for the education of Peter Brown's children; his life and property are made more secure by such education: the state, taking his money for that purpose, must secure its equivalent in the education of Peter Brown's children, according to the implied contract: therefore the state should compel the attendance of Peter Brown's children. But,

upon looking deeper, I see that this is not a full statement of the case. The education already obtained is a full compensation to property for the tax upon it: hence, if the question be between the property of John Jones and the persons of Peter Brown's children, between property and persons, the claim of property is satisfied. The true question is not as to the security of property under law, but as to the security of law itself, and of social and political institutions which law represents. And now let us pay our respects to that time-honored maxim of democratic government "Least governed, best governed." This is abstractly true; but in practice it need not, should not, detain us. Shall we reverse our engines when in full career on the track of progress because by a false light the mere shadow of some stout abutment is thrown across our way? The maxim does not apply against the enactment proposed, if it be right and expedient. Has not the state the right to control the relations of parent and child? Assuredly it has: paramount right, which is in other matters some times exercised. The question is not, then, of abstract right of the state, but of propriety of using such right in this way. Legislation should be suited to the condition of the people. There was here a pioneer age: an age when men struggled with nature, wild beasts, and savages, to secure a footing upon the soil: an age which developed the manly virtues of courage, frankness, truth, and honor; but now with crowding population come luxury, political chicanery and corruption, and kindred vices; and social problems absent from the former age now press for solution. One great problem faces us now: the question of suffrage. Shall we have educated suffrage, impartial suffrage, or universal suffrage? Enlightened suffrage must rest on education; and universal suffrage on universal education. Let those who urge universal suffrage help make education universal, and educated suffrage, impartial suffrage, and universal suffrage, shall be one for ever. To sustain a just government we need just public sentiment: however just the leaders, they are powerless unless supported by justice, conscience and intelligence in the people: hence they can never rely upon an uneducated people. What will be the effect upon the educated of raising the uneducated to their present level? If one-fifth are now below the level of the common-school education, what will happen to the higher four-fifths when with the lever of enforced education we raise the one-fifth? All will feel the great impulse: lifting the lower strata to daylight will elevate the present plains and hills to brighter sunlight. Considering the *ought* and the abstract right as disposed of, the question of expediency remains. If we say that what is right is expedient, and that it will vindicate itself, then our discussion settles the expediency also. But if we call only that expedient which is sustained by the will of the people, we may refer the question to the legislature: that body is fresh from the people; it knows their will; and if it will pass such a law, it is already expedient.

Mr. Boltwood.—The question is important, especially in its connection with educated suffrage; but there are practical difficulties in legislation. I do not believe that such a law can be passed: there is none such in any state, not even in stout old Massachusetts. In that state children are not allowed to be employed in manufactories unless they have certificate of a certain attendance upon school: hence parents who wish so to employ their children send them to school to gain the certificate. Towns in Massachusetts are authorized to make laws against truancy and vagrancy, which must be submitted to the courts, and, if approved, are enforced by a 'truant officer'. I taught in a town

where such a law was enforced, with good effect, among 2,700 children. But no state, not even Massachusetts, is ready for a law for general compulsory attendance.

Mr. Rolfe.—There are two points in the stated question: (1) Ought such law to be passed? (2) at this time? The family precedes the state and society, and is the foundation of them: the welfare of these is united. God has made the church to aid the family: man makes the school, and must make that to help the family, not to interfere with it, unless necessary. Is it necessary? No: neither necessary nor right. I can judge better for my child than can agents of the state. Perfect our schools, and we shall need no compulsion.

Dr. Chas. Adams.—The question is vague: what school is meant? Does it mean *any* school, public or private? If attendance on the public schools is meant, I am against any such law.

Mr. ———.—Education is like religion, a free and great gift; but it should be forced upon no one. Make it so desirable that none will go without it.

Mr. Gastman.—Enforced attendance at school is not like enforced support of a state church or religion: it would be enacted only to meet cases of parental tyranny, in which the parent robs his child of knowledge and training, and the state of an intelligent citizen. It must be remembered that the principle of educated suffrage is called in question by intelligent and good men: witness Senator Wilson's recent vote and reasons stated therefor.

Mr. Heslet.—The government has a right to take a citizen's son by force and make him a soldier, thus interfering with the family: it may take the head of the family from his wife and children and send him to fight rebels: why may it not take the child and so train him that he shall never become a rebel?

Mr. A. M. Gow sustained the point made by Mr. Heslet. There is now a great waste of school-privileges: 145,000 children in Illinois do not attend school. The question discussed does not say *public* school; let it be *any* school; but by all means let it be *some* school.

Mr. Brydges.—Even good things received upon compulsion are ill received, and fail of best effect. It is found that education diminishes crime, and saves the enforcement of criminal law. The state has a right to secure the best results for its expenditures.

Dr. Willard.—The evil is not so great as represented: I call in question the statistics cited. [*In answer to a gesture from Mr. Gow,*] I know where they come from: they are from the State Superintendent's office, the total footing of county reports. But one thing is overlooked. The school-age of the law is from six to twenty-one; and thus there are reckoned as absentees the vast number of young men and young women aged sixteen, seventeen, eighteen, nineteen, or twenty, who are at work, who have attended school, whom no one expects to attend school now. No figures show this number.

Mr. Gow.—Make it half, Doctor; make it half.

Dr. Willard.—Very well: that the evil of nonattendance is great I will admit; but let us not slander our people by an over-statement.

Mr. Leal.—The state has no right to make parents send their children to slaughter-houses. Until our school-houses are properly warmed, ventilated, and lighted, so that seeds of disease and early death are not there implanted; until courses of study are suited to intellectual welfare and physical health of the pupils, compulsory attendance will be a wrong. Perfect the school before it is asked.

The discussion ceasing.

Mr. A. M. Gow, from the Committee on Legislation, presented their first report, proposing that the school-law be changed to recognize the state certificates given by the State Superintendent as certificates of first grade; and those of the County Superintendents as of second and third grade. Report accepted.

Considerable discussion followed in short speeches. Those favoring the report urged that it would conform the law to the fact that the highest certificate is the State Superintendent's diploma; that good teachers would be unwilling to present certificates marked 'second grade', and that they will strive for the first grade; that it is not difficult for any good teacher to get the state diploma; and that apathy as to rank would be exchanged for emulation. Those opposing urged that the present law conforms to fact, recognizing first and second grades of local or county certificates; that it corresponds to the custom of other states; that teachers from Illinois going to other states and showing previous credentials would be undervalued if their highest county certificates were to be reckoned second grade; that the state certificate can be obtained by many only at considerable expenditure of time and money.

On motion of Mr. Eberhart, the report was laid on the table.

On motion of Mr. T. J. Burrill, it was ordered that the same be taken up as the first business to-morrow morning.

Mr. S. M. Heslet, of Lebanon, then read an essay on *The Educator*.

The Association then adjourned till 7 o'clock.

WEDNESDAY EVENING, 7 O'CLOCK.

The Association resumed its business.

Mr. Rolfe moved that Hon. Newton Bateman, Rev. W. M. Baker, and A. M. Brooks, be appointed a committee to report upon the expediency of shortening the daily session of our schools.

The resolution was laid on the table.

Messrs. Gastman and Burrill were appointed to take the names and post-office addresses of the teachers present.

On motion of Mr. Shastid, it was

Resolved, That the teachers of the state be requested to make themselves well acquainted with the 'Metric system of Weights and Measures', as recently allowed by act of Congress, and that they take special pains to make their pupils familiar with it, and that they take all practicable means to secure its general adoption.

The Committee on Legislation presented the following report, which was adopted, after discussion by Mr. White in favor of it and Mr. Blodgett against it.

Resolved, It is the opinion of this Association that the school authorities should grant permission to the teachers of this state to attend the meetings of this Association without any reduction of their salaries.

Hon. Newton Bateman delivered an address on *The Relation of Colleges to Public Schools*.

On motion of Mr. Andrews, the Constitution was amended by striking from the list of officers the Corresponding Secretary.

The Association adjourned.

THURSDAY MORNING, 9 O'CLOCK.

The Association met; and the session was opened with prayer by Rev. Wm. M. Baker.

The report of the Committee on Legislation respecting the grade of state certificates and county certificates was called up as the special assignment: the previous question was moved by Dr. Willard, and sustained; whereupon the question of adopting the report was put and decided in the negative.

On motion of Dr. Willard, it was

Resolved, That the committee of this body appointed to act for securing certain legislation desired by the Association are instructed to coöperate with the Committee of the Natural-History Society in its efforts to obtain appropriations for the museum.

Maj. J. W. Powell briefly stated the plans and wishes of the Natural-History Society, from which he came as a delegate to this body.

The Committee on Nominations reported the following nominations: and election being had, the President was requested to cast the vote of the Association for the persons named, which was done, electing them unanimously.

President—A. M. Brooks, Springfield. *Secretary*—E. L. Wells, Dement. *Treasurer*—E. A. Gastman, Decatur. *Vice-Presidents*—At large, J. L. Pickard, Chicago; 1st District, I. S. Baker, Chicago; 2d, H. J. Sherrill, Belvidere; 3d, S. M. Dickey, Fulton; 4th, A. W. Starkey, Quincy; 5th, J. B. Roberts, Galesburg; 6th, W. D. Powell, Peru; 7th, O. F. McKim, Decatur; 8th, J. W. Powell, Normal; 9th, H. H. Smith, Macomb; 10th, S. M. Martin, Jacksonville; 11th, W. H. Mason, Centralia; 12th, J. P. Slade, Belleville; 13th, E. P. Burlingham, Cairo. *Executive Committee*—H. L. Boltwood, Griggsville; W. H. V. Raymond, Alton; M. Andrews, Warsaw.

Messrs. Eberhart, Dyer, Leal, Prince, and Martin, were appointed Committee on the Sociable of this evening, to coöperate with the citizens' committee.

The Auditing Committee reported that they had approved bills of N. C. Nason, \$10.00, and J. M. Gow, \$3.80. Approved.

Mr. Roberts, of Galesburg, on behalf of the citizens of that place, invited the Association to hold its next session in that city.

On motion of Mr. Eberhart, it was voted that the next meeting be held at Galesburg, provided the C. B. & Q. R. R. will grant half-fare tickets to members attending the same. If this reduction of fare is not made, the Executive Committee to select next place of meeting.

On motion of Mr. Roberts, it was decided to have the next meeting of the Association convene on December 31st, 1867.

The Treasurer's report was presented, received, and approved.

Received from members,.....	\$61.00
Paid J. M. Gow,.....	\$ 3.80
Paid N. C. Nason,.....	10.00

————— \$13.80

Amount on hand,..... \$47.20

Rev. F. H. Wines, of Springfield, delivered a lecture on *The Method of Teaching History*. He illustrated his method by a long blackboard in sections, each section representing a century, with a pin thereon for each year; upon these pins he hung little cards labeled with events of the years. He urged the necessity of charts and blackboards for teaching history: he would have pupils make charts for themselves.

Discussion was called on the question *Should the Free High School and University form a part of the System of Common Schools?*

Mr. J. L. Pickard, of Chicago, appointed to lead the discussion, was absent; he had sent a written argument, which was read by Mr. Raymond. The following is an abstract: Some object to higher education supported by the state—that only that which is necessary education should be furnished free, assuming that the common branches only are necessary. Answered on the objector's own ground, that the introduction of the elements of what are usually called higher branches into primary schools, by the love of learning which they inspire, makes the mastery of the common branches easier. Answered on the more tenable grounds that state preservation, the first law of the state, requires a high intelligence and refinement of the people. These are secured by the proper study of natural sciences, classics, and belles-lettres. Self-government demands it; no man can govern himself or others without a knowledge of the powers and faculties of the human character and their relation to the world. These can be secured only by the study of higher branches of learning. To be a good citizen, the American must appreciate the principles on which his government is founded, its aims, its relations to other systems of government. This knowledge is gained only by a study of history, and many of the most valuable histories are found only in the Latin and Greek. The resources of the country are largely developed by the inventive genius of the people. This is cultivated only by study of the higher branches. There is a higher ground yet. The state owes it to her children to furnish this education. She makes certain demands on them; these can be met only by furnishing the means of a higher education.

Mr. Brooks.—High schools are demanded by the pupil, the parent, and community. Inventors and discoverers prove the value of culture in a pecuniary point of view. Columbus, Watt, and Fulton, named in proof. The high schools furnish teachers for the common school. They need no defense. Beginning with the three high schools of Boston and coming west, we see them every where the most economical, permanent, and thorough. As the high school is the outgrowth of the common school, so the university is the natural result of the high school. The same arguments for and the same against the university would prevail against the common school. The college furnishes teachers for the high school, and, what is more important, teachers for the world, such as Galileo, Lord Bacon, and Sir Isaac Newton. Again, in the university we will have officers educated to lead our troops when needed. Finally, the university should correspond in usefulness with the resources of the state, the needs of the people, and should not fall behind the political and military glory of Illinois.

Miss McCambridge read an essay, *The Wealth of a Nation consists in its Men.*

The Committee on State University, by Prof. J. B. Turner, presented the following resolutions as their report:

Resolved, That the Illinois State Teachers' Association has ever been deeply impressed with the great importance of founding, endowing and organizing the new system of State Industrial Universities in accordance with true and proper principles, insuring an institution in Illinois worthy of the state, the nation, and the age in which we live.

Resolved, That on this occasion we can hardly do either more or less than solemnly to reiterate and renewedly to urge upon the attention of our people and legislators the principles so often expressed in this body, and by all the true friends of the cause of universal education, and substantially embodied in the charter presented to the last legislature at the opening of their session, and

adopted and approved by them in all except the actual locating of the University; providing, among other things,—

1st. The perpetual unity and integrity of the endowments, under the care of trustees by the state, and allying it with all the educational and industrial interests of the state.

2d. For a specific system of voluntary endowments for all time to come.

3d. For the location of the University by a commission or committee, in fair and open competition, so as to give to all counties in the state a full and equal chance to present their proposals to the state, and the state itself a full chance to avail itself of the very best terms and the utmost resources and advantages that can be offered.

Resolved, That we indorse the action of the last general state convention, held at Bloomington, December 12, 1865, and would respectfully request the committee of that convention to urge these views upon our next legislature in our behalf.

Mr. Turner.—[The reporter is able to give but a few words from a very energetic, powerful and characteristic speech.] He approved the President's Address on the subject of the State University. We should aim not at a college, but at a university, which should be founded and sustained by the state, thus by the people. It has been said that the people can not be trusted with our institutions. This is the sheerest folly. Did not our people carry through our great war for national unity and popular government for five years in spite of our politicians, our legislators, and, I had almost said, our colleges and our churches? And the people can not be trusted? Oh! but the legislature will prostitute all state institutions to party ends. I deny it. Look at the state institutions at Jacksonville; look at our Normal School. For twenty years these were under the control of a party to which I have never belonged; yet they were as well carried on as when under control of the party with which I vote. And yet the people can not be trusted? I can ever trust the people. Their great heart always beats true to the great interests of humanity; and woe to the man or set of men who try to mislead them. And the care of the people and patronage of the state is essential to so great an enterprise. No university was ever founded, on this continent or any other, without state patronage and control to a greater or less extent. Harvard, Yale, Union, Universities of Virginia, Kentucky and Missouri, Michigan University, our own State Normal, and others, are examples. Abating some little inaptitude such as is inevitable to all new enterprises, managed by large bodies of men, I undertake here to say, and to solemnly affirm, that there is no where on the face of the broad earth to-day a set of institutions better managed and better cared for than those of our own state under care of the people of Illinois; and similar honor is due to the people of Michigan for that grand and powerful state institution of learning the University of Michigan.

Rev. Dr. Sturtevant, President of Illinois College.—I have been derided by the most influential papers of the state for saying that we have too many colleges. But I appeal to the facts. Look at our starving colleges and say whether I am not right. Colleges and universities we want, but only so many as the needs of liberal education call for. Shall I be jealous of common schools? As soon be jealous of my father and my mother and the wife of my bosom. Colleges without common schools? As soon roofs without houses or oceans without rivers.

Rev. Dr. Chas. Adams.—What will be the effect upon existing colleges of an inclusion of the university in the public-school system?

Dr. Sturtevant.—I do not know; but if colleges stand in the way of universal education, let them go down; and mine among the rest.

Mr. Turner.—I presume that, like all things useful, they will revolve in perfect harmony, as parts of one majestic whole.

Adjourned, on motion of Mr. Phelps, to meet at 1:30 and continue in session one hour only.

THURSDAY AFTERNOON, 1:30.

On motion of N. C. Nason, of Peoria, the discussion of the question *Should the State of Illinois publish a manual of directions and plans for grading, locating, constructing, heating, ventilating and furnishing common-school houses?* was postponed until the next session of the Association.

Ordered, That if the report of the Committee on Resolutions be not presented before adjournment, it shall be considered at the Sociable this evening.

The mutual duties of the teachers of the state and of the managers of the Illinois Teacher were discussed by Dr. Willard, Messrs. Boltwood, Heslet, and Gastman.

Mr. Blackman, of Chicago, conducted a rudimental music-exercise, illustrating his methods in the public schools of Chicago.

Adjourned to visit the State Institution for the Deaf and Dumb, and to meet in the evening in Strawn's Hall.

THURSDAY EVENING.

The Association convened in the Sociable, at Strawn's Hall.

During the evening,

Mr. Phelps, Chairman of the Committee on Resolutions, reported the following, which were unanimously adopted:

Resolved, That we tender our hearty thanks to the citizens of Jacksonville, not only for the generous hospitality with which they have welcomed us to their homes, but also for their sympathy with our work manifested by attendance upon our sessions.

2. That we tender our thanks to the Principals of the several State Institutions for their courteous invitations to visit them and witness the workings of the same.

3. That we thank the officers and members of this Association who have so ably performed the duties assigned them during the present session, while we deprecate the conduct of those who have failed to perform their duties without rendering any excuse for such failure.

4. That we thank the Congregational Society for the use of their commodious audience-room for our daily sessions.

5. That the Local Committee receive our thanks for their unwearied exertions in our behalf.

6. That we acknowledge the courtesy of the press of Jacksonville, Springfield, Peoria, and Chicago, in giving to the public a full and faithful record of our proceedings.

7. That the C., A. & St. L. and C., B. & Q. Railroads receive our thanks for their exemplary generosity in reducing their regular fares for the benefit of this Association.

8. That the Illinois Teacher demands and deserves the hearty support of every teacher, both with money and with work.

No other business was transacted. Brief speeches were made by Mr. Brooks, Dr. Sturtevant, and by Dr. Willard in rendering thanks on behalf of the Association to the people of Jacksonville.

At the close of the evening, with the singing of Old Hundred, the Association adjourned finally.

MEMBERS OF THE STATE ASSOCIATION—SESSION OF 1866.

L A D I E S .

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Bessie Baker,	Decatur.	Mary G. Long,	Monmouth.
Mary E. Baker,	"	Mary F. Luccock,	Chicago.
Grace C. Bibb,	Peoria.	Eva Marquis,	Brimfield.
Mrs. E. A. Blair,	Lebanon.	Fannie S. Massey,	Jacksonville.
Nettie Blanchard,	Brimfield.	Margaret McCambridge,	Cairo.
Mrs. O. P. Brockway,	Delavan.	Anna McCrellis,	Springfield.
A. B. Burns,	Quincy.	F. McGinnis,	Tellula.
E. B. Bywater,	"	Carrie Moore,	Springfield.
Lizzie Carleton,	Griggsville.	Viola Myer,	"
Esther Carriel,	Springfield.	Nora Page,	Monmouth.
Julia Chappellear,	Clinton.	Mrs. R. M. Palmer,	Augusta.
Elizabeth W. Cheney,	Jacksonville.	Belle M. Paxon,	Jacksonville.
Lizzie A. Denny,	Augusta.	Mahala Phelps,	Macomb.
Mary F. M. Elfresh,	Griggsville.	Ellen M. Pierce,	Alton.
Sue F. Ellis,	Jacksonville.	Alice Piper,	Macomb.
Anna Ervin,	Macomb.	Mary A. Proctor,	Jacksonville.
Emma Fairbank,	Harmony.	Attilia Rawlings,	"
Mattie J. Fisher,	Springfield.	Sarah E. Raymond,	Newark.
Sarah F. Fisher,	Rockford.	Eliza J. Read,	Aurora.
Mary W. French,	Jacksonville.	L. M. Robbins,	Quincy.
Arabella L. Garlinghouse,	Delavan.	F. W. Rowland,	Rockford.
Lizzie Goodwin,	Chicago.	Mary A. Selby,	Jacksonville.
Maggie Graham,	Monmouth.	Carrie O. Sheldon,	Springfield.
Anna A. Graves,	Jacksonville.	Faithful W. Shipley,	Petersburg.
Seraph A. Hall,	Alton.	Mary Smith,	Havana.
Jessie P. Hannay,	Peoria.	Emma A. Stowell,	Chicago.
Lucy A. Hatch,	Griggsville.	Helen M. Stowell,	"
Mary P. Hazen,	Rockford.	Mary A. Summers,	Macomb.
Mary E. Hobbs,	Griggsville.	Ellen M. Weagley,	Griggsville.
Priscilla Hogue,	Macomb.	Susie B. Whitney,	Morris.
Louisa C. Holman,	"	Mary Wilder,	Decatur.
Emeline Hughes,	Jacksonville.	Harriet J. Willard,	Springfield.
Estella M. Hughes,	Springfield.	Anna M. Wilson,	Delavan.
Edith T. Johnson,	Normal.	Phebe A. Wing,	Newark.
Ellen B. Johnson,	Chester, Vt.	Rebecca Wood,	Jacksonville.
Nettie Knadler,	Clinton.	Sarah A. Wright,	Peoria.
Lizzie T. Lee,	Springfield.		

G E N T L E M E N .

Rev. Dr. Chas. Adams,	Jacksonville.	Geo. B. Daniels,	Jacksonville.
Dr. Samuel Adams,	"	S. M. Dickey,	Fulton.
Matthew Andrews,	Warsaw.	Wm. Doty,	Jacksonville.
I. S. Baker,	Chicago.	James L. Dyer,	"
Wm. M. Baker,	Springfield.	John F. Eberhart,	Chicago.
G. W. Batchelder,	Bloomington.	H. R. Edwards,	Paris.
O. Blackman,	Chicago.	John Ellis, jr.,	Naples.
Capt. James H. Blodgett,	Rockford.	H. S. English,	Cairo.
H. L. Boltwood,	Griggsville.	Wm. Florin,	Highland.
P. S. Brewster,	Macomb.	Philo Ford,	Springfield.
A. M. Brooks,	Springfield.	Elijah Forsyth,	Sunbeam.
W. H. Brydges,	Rockford.	E. A. Gastman,	Decatur.
T. J. Burrill,	Urbana.	N. P. Gates,	Charleston.
C. S. Campbell,	Napa City, Cal.	A. M. Gow,	Rock Island.
Wm. M. Campbell,	Jacksonville.	Jas. M. Gow,	"
W. A. Clifford,	Evanston.	W. D. Hall,	Clinton.
Wm. C. Cole,	Prentice.	S. M. Heslet,	Lebanon.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Henry Higgins,	Jacksonville.	L. T. Regan,	Normal.
J. M. Kimmel,	Millstadt.	J. B. Roberts,	Galesburg.
Lucius Kingsbury,	Springfield.	Carl Roedel,	Mt. Carmel.
T. R. Leal,	Urbana.	Jon Shastid,	Lewistown.
Eben C. Leatherman,	Mt. Carmel.	H. J. Sherrill,	Belvidere.
Robert Levington,	Jacksonville.	Henry M. Sherwood,	Chicago.
B. Lewis,	Charleston.	J. W. Shurts,	Dillon.
Leslie Lewis,	Waukegan.	James P. Slade,	Belleville.
James Long,	Monmouth.	H. H. Smith,	Macomb.
G. G. Lyon,	Chicago.	Horace Spalding,	Jacksonville.
Samuel M. Martin,	Jacksonville.	J. F. Spilman,	Danville.
W. A. McBane,	Normal.	A. W. Starkey,	Quincy.
O. F. McKim,	Decatur.	Pres't. J. M. Sturtevant,	Jacksonville.
Andrew H. Meek,	Jacksonville.	Adolph A. Suppiger,	Highland.
A. N. Merriman,	Chicago.	G. Thayer,	Jacksonville.
Charles W. Moore,	Amboy.	Prof. J. B. Turner,	"
J. T. Moulton,	Jacksonville.	E. L. Wells,	Dement.
N. C. Nason,	Peoria.	S. H. White,	Chicago.
Geo. W. Perkins,	Chicago.	Dr. Samuel Willard,	Springfield.
E. H. Phelps,	Peoria.	William Willard,	Chapin.
Richard Porter,	Perry.	Rev. F. H. Wines,	Springfield.
Maj. J. W. Powell,	Normal.	Rev. Geo. C. Wood,	Jacksonville.
W. B. Powell,	Peru.	Simeon Wright,	Kinmundy.
W. H. V. Raymond,	Alton.		

SEX NOT KNOWN BY THE SECRETARY.

E. H. Butler,	Arcadia.	A. W. Harney,	Murrayville.
A. C. Gardner,	Griggsville.	J. A. Lockwood,	Alton.
H. D. Grant,	Jacksonville.	M. A. Reed,	"
H. M. Grant,	"	H. H. Williams,	Jacksonville.

REV. JOHN D. PARKER, M.A., B.D., of DeKalb, Ill., is prepared to deliver a few courses of lectures, on topics connected with Physical Science, during the coming lecture-season. He is also prepared to deliver a special course of class lectures on Meteorology, before our higher institutions of learning.

The subject is an important one, and we wish friend Parker the best success.

E.

AGENTS WANTED EVERYWHERE FOR

Wedgwood's Government and Laws of the United States.

A COMPREHENSIVE VIEW OF THE RISE, PROGRESS, AND PRESENT ORGANIZATION OF THE STATE AND NATIONAL GOVERNMENTS.

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THE VALUE OF GENERAL PRINCIPLES IN EDUCATION.*

WE often hear it said that general principles, though readily uttered, are of little practical value; and that in stead of them we need, in order to do successfully any work we may be engaged about, specific instruction. These thoughts lurk in the minds of teachers, perhaps, as much as in those of any other class of people. Take, for instance, the general principle, which has been reiterated from year to year for some centuries, that education, in its full and true meaning, consists in giving to the intellectual, moral and physical powers of man all the development of which they are susceptible. How slowly did the truth of these words come to be felt and heeded! How many times has this principle been declared without being fully understood or appreciated either by the hearer or the utterer!

In early times the memory was the only faculty which it was considered necessary to train, and the child's mind was stored with multitudes of facts, without his ever being required to exercise, in the least degree, any other power of his mind. It was then considered a sufficient test of one's ability to teach well that his pupils could recite, parrot-like, those facts. Rarely was any inquiry made to ascertain whether the child felt the force of the thoughts he was uttering. Adequate effort was seldom put forth to incite the pupil to think for himself.

But the true principle continued to be uttered, and very gradually men began to think of calling the reasoning faculties into action. Ciphering in Arithmetic began to be preceded and based upon mental work, and grammatical and rhetorical rules to be founded upon principles deduced from the pupil's actual thinking. This was a great step in advance. The intellectual powers now began to be truly developed, and teachers came to see that they must not only know the matter to be communicated to the child, but that they must also possess the

*An Essay, by Miss EDITH T. JOHNSON. Read before the Illinois State Teachers' Association, at Jacksonville, Dec. 25th, 1866.

ability to direct him to seek for the truth himself. Still the years, as they rolled onward, bore ever this grand principle among their treasures, and threw it continually in the way of all instructors, till the necessity of training the *moral* nature began to press upon the minds of thoughtful and earnest workers. The teacher began now to feel that his work did not consist in mere *telling*, but in *training*, and that he must henceforth teach his pupils *to do* as well as *to hear*; and that he himself must understand not only the effect of different studies upon the child's mind, but that he must also know the effect of different methods of governing upon his character, and be able to improve the moral as well as the intellectual nature of those under his charge.

Thus, step by step, this general principle made its way, till to-day we find that its last but not least demand is largely recognized, and to some extent satisfied. We are learning more and more the importance of physical culture to the life of our schools, and are demonstrating, not only to our own satisfaction but to the satisfaction of the public, that a training which helps to produce a sound physical system is essential to the full awakening of the mental powers: so that, in our best schools, some form of gymnastics is becoming a prominent feature, and we are in a fair way to throw off the odium which has attached to our educational methods, to the effect that intellectual culture seems to imply a sacrifice of bodily health and strength.

As one result of conformity to this true principle, we find the teachers of to-day occupying a very different place in society and in literature from those of past ages. Writers no longer introduce pedagogues into their works merely to ridicule them, and make them objects of reproach. Goldsmith's dominie in his peculiar garb, with birchen rod ruling his 'noisy mansion', and Shenstone's schoolmistress, with her spectacles, her cat, her twisted leather, and the ever-memorable words "if ye are no in a fault just now ye 're sure to be 'l,"—these have given place to Whittier's schoolmaster, who found at the fireside a favored place, where, with laughing face,

"He teased the mitten-blinded cat,
Sang songs, and told us what befalls
In classic Dartmouth's college halls";

and who,—

"Large-brained, clear-eyed,
Shall every lingering wrong assail,
.
A school-house plant on every hill,
Till North and South, together brought,
Shall own the same electric thought,
In peace a common flag salute,
And, side by side, in labor's free
And unresentful rivalry,
Harvest the fields wherein they fought."

In no school is it more necessary for a teacher to be guided by these general principles than in one composed of little children. Hence,

the training which one requires to fit him for such a place is not merely a mechanical mastery of methods, but requires a thorough understanding of the principles of the profession. This should give form to his practical work. Methods must vary as circumstances change; and circumstances are ever changing. No two persons being exactly alike, no two can teach or be taught in precisely the same manner. And besides, the method which was right and best yesterday must give place to a better one to-day. The world is moving onward, and we must keep pace with it, and, if possible, make the path of the little ones more bright and attractive day by day. This can be done by reviewing our work at night and finding what obstacles have hindered our progress during the day, of what violations of great general principles we have been guilty, and by carefully preparing ourselves to avoid similar errors on succeeding days. We can do this, because the principles by which we are guided are eternal, and, amid all changes and circumstances, will lead us for ever aright. They can no more fail us than can the fig-tree to bear its fruit, or the acorn to produce the oak.

Primary schools should be conducted on the principle of the Kindergarten. Froeble, the founder of these schools, believed in developing the body and the mind at the same time; and for this reason he trained the little ones in his garden. By judicious management he directed their active impulses into a useful channel, attracted their attention to the things around them, and aroused their observing faculties, which can be so much more readily developed in childhood than in after life. The kindergartens of our country are usually held in rooms which are connected with large inclosures or gardens; but when these can not be furnished, more rooms are used, for the grand characteristic of these schools is the development of the body by a regular system of plays. But the adoption of this principle does not require us to desert our school-rooms to any great extent. We can accomplish the same object equally well by combining with our work a great deal of vocal music, often choosing songs which can readily be accompanied by a variety of pretty bodily motions, thus making the singing a playful recreation. The examination of pictures and objects, and the introduction into our school-rooms of such a variety of gymnastic exercises as to call into play all the muscles of the body, will tend to produce the same result. And, as a still further means of promoting the same end, we earnestly urge the making and furnishing of pleasant play-grounds, and also the making of the school-rooms attractive, by having them large, neat, and prettily furnished, and by the imparting of instruction in such a way as to entertain as well as to instruct the children.

Observation and experience had shown to the founders of the kindergartens that not until things were intelligently learned did they

enrich the mind, and that teaching, to be powerful, must not be the work of mere imitation: it must be original, the result of thought, and must have for its foundation principles which are eternal.

We have seen that the repetition of one grand principle for some centuries has accomplished noble results; and knowing that the maxim is still passing from lip to lip, and must continue thus to do for ages yet to come, and with very much more earnestness than in times past, we can hopefully press onward, feeling confident that the future has in store for us wondrous fields of new and useful discoveries, which will be unfolded to our vision, as we listen to the repetition of those general principles that have been and will continue to be deduced from the observation and experience of thoughtful and earnest minds.

TEACHING CHILDREN.

A WISE NOTION AS TO TEACHING.—Bishop Whately used to say that teaching children to learn by rote what they did not understand was to make them ‘swallow their food first, and chew it afterward’. “When Mrs. Whatley and I first married,” he observed, many years later, “one of the first things we agreed upon was, that should Providence send us children, we would never teach them any thing that they did not understand.” “Not even their prayers, my lord?” asked the person addressed. “No, not even their prayers,” he replied. To the custom of teaching children of tender age to repeat prayers by rote, without attending to their sense, he objected even more strongly than to any other kind of mechanical teaching, as he considered it inculcated the idea that a person is praying when merely repeating a form of words in which the mind and feeling have no part, which is destructive to the very essence of devotion.

We clip the foregoing from an exchange in order to express our dissent from it as an educational maxim. While entertaining all due deference for Bishop Whately, we venture to suggest that his first child in its first attempt at speech set at naught his dictum. Every one knows how fond a child is of a sonorous word, which it does not understand,—how it will ponder over it, roll it as a sweet morsel under its tongue, and finally, to the great delight and wonder of mamma and the annoyance of visitors, bring it out at some unexpected moment.

By the very necessity of nature, the child is compelled to learn that which it does not and can not understand: nay, we go further, and affirm that the very fact that the childish mind is made receptive, and not reasoning, proves that it should lay up stores of facts, and fill its memory with thoughts that may be used in after years, when memory is less active but the reasoning powers have become stronger.

If Bishop Whately ever uttered the above,—which may be doubted,—it was one of those exceptional sayings which some times escape the wisest, and must be regarded as his emphatic protest against the

vicious practice of teaching by rote to children without attempt at explanation or practical illustration.

Said a dashing young free 'thinker', "I will never believe what I can not understand." "Then," replied an old Quaker standing by, "thy creed will be the shortest of any person's I know." And so it will be in education if we take Whately's dictum for our guide. We all are learning about and of things which we do not understand: and, by the necessity of the case, the child must learn in that manner, if at all. The person who would not teach his child to pray until he could understand all about God and the objects and effects of prayer would be very likely to find the devil wiser than he, and that while he *slept* tares has been sown.

SELF-POSSESSION AND QUIETNESS IN SCHOOL-GOVERNMENT.

EVERY teacher who has any right conception of his work feels the importance of good government in school. One of the first questions that engage his attention is "How shall I govern successfully? How shall I govern aright, neither too much nor too little, be neither too strict nor too lenient?" Without pretending to give even a proximate answer to this question, we would offer a few suggestions on Self-possession and Quietness on the part of the teacher, as an indispensable condition of true school-government.

There is a power in the teacher beyond words, beyond commands, beyond rules, which does more to secure efficient government than all other things combined. The teacher may speak with decision, command with emphasis, and enforce school-regulations with unvarying strictness, and yet fail of securing that kind of government which really promotes the process of education. His words may produce alienation, his commands may awaken dislike or anger, his manner of enforcing rules may arouse a spirit of revolt; and thus his efforts at government may even hinder the proper object of his work.

What he wants, in addition to the qualities already named, is self-possession and quietness. This is the power that, with reasonable firmness, will govern, *with very few words or commands or rules.*

Every body feels that loud and impatient commands are only the mask of feebleness. Only those who are conscious of weakness resort to them. Some how, too, this is understood, or, if not understood, at any rate, is felt, even by children. Sooner or later, usually sooner, they will feel whether their teacher has any real power, or only pretense. And you may be sure that they will not find the power that awes and controls them without suggesting resistance in the noisy, hasty or peevish teacher: but in him who can give his directions

quietly, and observe disobedience or insubordination with self-possession, they will not be slow to discern the power to which they will not only see a necessity but take a pleasure in submitting.

As an illustration, take the following example. Some years ago the writer taught a village-school in a community that knew something of the old practice of 'barring out the master'. In the main, the school was pleasant and interesting. The disposition to obey on the part of the pupils was not above the average; and there was the usual school-room experience of reproof and correction with their concomitants. One day, as the teacher approached the school-house, he observed that things wore an unusual look. Only the smaller children were around the door, and they seemed to be interested in something else than play. The door and windows of the school-house were shut. No one came out, and no one went in. All this aroused the teacher's suspicions as to 'what was in the wind'; and he was not long in making the discovery that he was 'barred out'. For five years he had been a teacher, and yet never such a thing had happened to him before. For the first time, and the last time, too, he was actually 'barred out'. He had been taught to regard 'barring out the master' as a vulgar and ignoble procedure; and in this case he felt it to be a most offensive transaction. But he knew that it would only complicate matters if he undertook to gain admittance either by violent words or violent deeds. Accordingly, he proceeded to the door, and, after finding that it was really locked, quietly and composedly directed the boys, who were in high glee over their work, to open the door. They hesitated. The teacher repeated the command in the same unimpassioned but positive manner, and was promptly obeyed. The boys felt that the teacher at least supposed himself in possession of that kind of power which it was best for them to respect. Had he become excited about the matter, they would, in all probability, have concluded that at least in one way they had him in their power, and so would have stood out against him. But he left them no room for such a conclusion, and accordingly he gained his end.

It seems to be a principle in mind that all personal authority is quiet and collected. The following circumstance is a case in point. A number of public men were conversing together, when President Washington came near. They remarked his majestic bearing, and some one made the observation that no man could take a liberty with him. A vivacious member of the group thought otherwise, and readily offered a wager that he could address him in the language of crony familiarity. Some one accepted it; and at once the vivacious man walked up to Washington, gave him a rude slap on the shoulder, with the exclamation "How are you, old fellow?" Washington merely turned and gave him a look (he knew the man), and quietly turned away. But that look so abashed the adventurer that he retired hastily

to his company, and confessed that he would never undertake such a thing again.

A quiet self-possession never fails to command respect. It makes the impression that the person is conscious of a power that requires no special demonstrations for its exertion, and of resources adequate to the demands of the occasion. Children and adults are not long in discovering it, and in a manner instinctively respect it. It is for the teacher a quality of inestimable value; and every teacher should aim to acquire it. It is a quality, however, which comparatively few possess in any eminent degree. Doubtless the elements of it exist more or less in every mind of even ordinary capacity; but those elements are not brought together. The teacher allows himself to be governed by his own irregular and perhaps capricious impulses. He has no government over himself, and hence has none over others. He may not have become fully conscious of the need of self-control in the school-room.

But if only a few naturally possess these qualities, the majority of teachers can acquire them by a little effort on their part. Let them note carefully the failures of every day, make them subjects of inquiry and reflection, look at their bearings upon the work of the school and their own happiness, as well as that of their pupils; let them thus put themselves, as it were, in a training-school of self-discipline, and they will accomplish something of this important work. But, above all, let every teacher remember that true self-control is acquired only through the power of true religion. The religion of Jesus alone supplies all the aid that the conscientious teacher desires. Communion with God by prayer and the Holy Scriptures alone imparts that serenity and composure of heart and mind which are elements of character so inestimable in the successful teacher.

L I F E !

"The captive's oar may pause upon the galley,
The soldier sleep beneath his pluméd crest,
And peace may fold her wing o'er hill and valley,
But thou, O teacher, must not take thy rest."

Not long since, the following prayer was offered in our hearing: "Grant that we may sufficiently realize the importance of *living*." How often, when life has seemed of so very little value, so intensely unsatisfying and meagre, have we offered this earnest petition. This matter of existence, bewail it, scorn it as trifling, laugh at it if you will, can not be thus easily disposed of; and, after ever so much show of indifference as to its results, we must confess to the infinite import-

ance of living: living any where,—in hut or parlor; living in any way,—in poverty, hunger and dirt, or surrounded by every luxury that wealth can lavish. And, deny it if you will, to no one is life of more real value than to that much complained-of and more complaining class of beings, our teachers. And yet, it may be, there is no class that need to be more frequently reminded of its importance; for, though we aim to carry the cup of life with a steady hand, and firm tread as needful, yet that cup gets fearfully full some times, and the hand that bears it trembles visibly. We rise early and sit up late; we eat not the bread of sloth or idleness; yet one day looks over the shoulder of another and *seems* to behold its counterpart. Not so. No day, no hour of the teacher's existence, as such, ever had a counterpart. There is a work peculiar to every hour. Not merely the treadmill work which hearing recitations too often becomes: there are a thousand small, sweet ministries that we should ever be performing. There are myriads of avenues through which the most efficient instruction may be imparted, and by which the minds of our pupils may be elevated and refined. We are no enthusiast on this subject of teaching, but lately as never before we have been led to realize its infinite responsibility. In this existence we often tread unawares upon the brink of vast possibilities, but "Break but one thread, and the web ye mar; strike but one of a thousand keys, and the paining jar through all will run."

And first, let me say, there should be a living sympathy between yourself and your pupils. Make them feel that you recognize their existence outside of the school-room. Study them out of it as you wish them to study their lessons in school,—not merely that which can be taken in by the sense of sight, but the principles and tendency of all. Be with them at recess so far as possible; but when that closes, do not assume a manner that says "Thus far shalt thou come, but no further." There's no need of it. Let them feel that you are as fully their friend then as ever.

And now one word about this matter of *overwork*. Said a friend once to an old servant noted for extreme indolence, "John, if you could have three good things given you, what would you choose first?" "Well," said John, deliberately, "I believe, sir, *first* I'd like to *rest* a while." "And second?" "And second, I'd take rest too." "And *third*?" "And third?" repeated John, gravely, "I do n't know any thing better than to *rest* longer!" Did it never occur to you that, as teachers, we attach a trifle too great a value to this good gift? Let us be careful that while we are so longing for it we are not really resting, which is far worse than wearing out.

Rest is not quitting the busy career,
Rest is the fitting of self to its sphere:
'T is loving and serving the brightest and best,
This, *onward*, *unswerving*, and that is true rest.

S A I N T V A L E N T I N E .

As the earliest streaks of morning's ray
Brighten the sky in the east away,
And cheerily tell of approaching day,
 With its warmth and light divine;
So the first approach of infant Spring,
As he whirls to Earth on his breezy wing,
Gladdens our hearts, for he 'll yearly bring
 Our friend St. Valentine.

The feathered tribes, on these genial days,
As they sing in the grove 'mid frosty sprays,
Making it echo with roundelays
 To greet the welcome time,
With hearts as light as each airy wing,
And gay as the blithesome lays they sing,
Warble till meadow and woodland ring
 All hail! St. Valentine!

Each lover fond, as the day draws near,
With eager joy, for his lady's ear
His ballad writes, that she may hear
 How, in each rapturous line,
He sings her virtues and her grace;
Then by her side, with joyous face,
He pleads his right to hold a place,
 And be her Valentine.

In former times its brightening skies
Found many a pair of sparkling eyes
At casements high; for she who spies
 Her love at morning's prime
Secures that year attendance due:
But students, though they rise at two,
Oft wish, but have not time, to woo
 Thy smiles, St. Valentine.

Then, as the years their course complete,
Our patron saint we 'll ever greet,
Who comes and goes with flying feet:
 And may he yearly twine
A garland wove from Wisdom's tree
For every classmate and for me;
So, shall we each rejoice to see
 Our saint, St. Valentine.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

GULF STREAM.

THE size of a stream has been some times estimated by the quantity of water it discharges annually. According to this standard, the Mississippi is smaller than the Ganges,—the latter discharging 580,000 cubic feet per second, while the former discharges about 550,000 feet per second. In a publication by Mr. Forshey, the estimated flow at Carrollton, 9 miles above New Orleans, is computed to be 447,199 cubic feet per second. Mr. Forshey's observations extend through a period of 30 years. During high water the flow is greatly increased, supplying the grand reservoir of the Gulf Stream at the rate of over 1,000,000 feet per second.

The Amazon and the Mississippi, considered in connection with other streams, either on the eastern or western continents, are rivers of great magnitude. But what are Amazons and Mississippis in comparison with the rivers of the ocean? How insignificant the 'Father of Waters' by the side of the Gulf Stream! The volume of water discharged by all the large rivers would fall far short of supplying the Gulf Stream: nay, more, all the rivers of the globe would *hardly* exceed in quantity the annual flow of this wonderful oceanic current. Three thousand rivers of the size of the Mississippi would scarcely supply this river of the Atlantic.

SOURCE AND DIRECTION.—The source of the Gulf Stream is supposed to be in the waters of the Gulf of Mexico and the Caribbean Sea. As it escapes from these grand reservoirs, its general course seems to be in the most direct route toward the British Islands and the North Sea. Its axis nearly coincides with the arc of a great circle, deviating but little from a parallel with the Atlantic coast. According to the report of the officers of the Coast Survey, the First Maximum or Hot Band is distant from Cape Florida 25 miles; from Charleston, 25; from Cape Fear, 30; from Capes Hatteras and Henry, 50; from Sandy Hook, 60.

To the eye of an experienced mariner, the Gulf Stream is as easily distinguished as the Illinois or the Mississippi. It has its bed and its banks. Though the banks may not be so rugged and steep as those of an inland stream, yet they are marked and distinct. It is a well-known fact that the waters of the Mississippi and Missouri do not intermingle for a long time after they come together. Many miles they flow side by side, with no disposition to pass the boundary line, sharp and distinct, that separates them. So the waters of the Gulf Stream flow on in their channel, and exhibit no tendency to mingle with the surrounding waters. Not unfrequently sailors have observed their

vessel floating partly in the waters of the Gulf Stream and partly in the adjacent waters of the ocean.

The bed of this wonderful stream is *known* to be *up* an inclined plane. Off the coast of Florida, in what is called the 'narrows', its breadth is only 32 miles, while off Cape Hatteras it is 75 miles. Farther north, off Newfoundland, it spreads out several hundred miles. Hence the conclusion that its bed is an inclined plane, whose ascent is about 10 inches to the mile.

ITS CENTRE.—The centre, or axis, of the Gulf Stream is higher than the surrounding waters. It is like the ridge-pole of a house, from which there is a descent. Boats have been lowered from ships, and floating objects have been cast into the current, and the result has been, if the object was *west* of the axis-line, they would float *toward* the American coast; while, on the other hand, if the object was *east* of this line, they would float *from* the American coast.

It is a custom among seamen, while out on their voyages, to cast bottles, well corked and sealed, into the ocean, containing an account of themselves, their progress, and future course. When these messengers are left in mid-ocean *east* of the Gulf Stream, they rarely, if ever, reach the American shore, but are picked up on the coast of Europe and Africa. The temperature of the water of the Gulf Stream being uniformly 20° to 30° higher than the waters of the ocean, its water is specifically lighter, and, of course, higher than the surface of the ocean. Hence it is almost impossible for objects beyond this line to reach our coast.

ITS EFFECTS ON CLIMATE.—The question may properly be asked, Why are places of high latitude on the Eastern Continent no colder than places of low or medium latitude on the Western Continent? Why are the British Islands, lying between 50° and 60° North Latitude, and even the southern portion of Norway and Sweden, less rigorous in climate than the State of Illinois, lying between 37° and 43° North Latitude.

The answer is plainly obvious. The temperature of the Gulf Stream is much higher, both in winter and in summer, than the waters of the ocean. Consequently, the air along its course, and especially at its *destination*, is correspondingly modified. Hence the rigors of what would be regarded a stern winter in England are softened to such a degree that she can boast one of the healthiest and most desirable climates on the globe.

Another cause of the severity of the wintry season in the United States is the fact that there is a cold current flowing out of Baffin's Bay and running alongside the Gulf Stream to restore the equilibrium of waters in the Gulf of Mexico. By this northern current are brought down large icebergs, which are formed in high latitudes. Being prevented from passing across the Gulf Stream, they are made to

trend toward our coast. In the slow process of melting, they lower the temperature of our atmosphere, multiply the number of cold and disagreeable storms, lengthen the reign of stern Winter, and finally, change what otherwise might be a mild climate into one of considerable severity.

ITS CAUSE.—The adequate cause of the flow of so vast a quantity of water as the Gulf Stream, running at the rate of 2 or 3 miles an hour, is unknown. There are many theories and many conjectures in regard to it. Its 'initial velocity', no doubt, is due to the trade winds. The following is Franklin's opinion as to its cause:

"This stream is probably generated by the great accumulation of water on the eastern coast of America between the tropics, by the trade winds, which constantly blow there. It is known that a large stream of water, 10 miles broad and only 3 feet deep, has, by a strong wind, had its water driven to one side and sustained so as to become 6 feet deep, while the windward side was laid dry. This may give some idea of the quantity heaped up on the American coast, and the reason for its running down in a strong current through the islands into the bay of Mexico, and from thence issuing through the Gulf of Florida, and proceeding along the coast to the banks of Newfoundland, when it turns off toward and runs down through the western islands."

THE METRIC SYSTEM OF WEIGHTS AND MEASURES.

The following is the law of the United States upon this subject, passed at the first session of the Thirty-ninth Congress, and approved July 28th, 1866:

AN ACT to authorize the use of the Metric System of Weights and Measures.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That from and after the passage of this act it shall be lawful throughout the United States of America to employ the Weights and Measures of the Metric System; and no contract or dealing, or pleading in any court, shall be deemed invalid, or liable to objection, because the weights or measures expressed or referred to therein are weights or measures of the Metric System.

SECTION 2. *And be it further enacted,* That the tables in the schedule hereto annexed shall be recognized in the construction of contracts, and in all legal proceedings, as establishing, in terms of the weights and measures now in use in the United States, the equivalents of the weights and measures expressed therein in terms of the Metric System; and said tables may be lawfully used for computing, determining and expressing in customary weights and measures the weights and measures of the Metric System.

MEASURES OF LENGTH.

Metric denominations and values.		Equivalents in denominations in use.
Myriameter.....	10,000 metres.	6.2137 miles.
Kilometer	1,000 metres.	0.62137 mile, or 3280 feet and 10 in.
Hectometer	100 metres.	328 feet and 1 inch.
Dekameter.....	10 metres.	39.37 inches.
Meter	1 metre.	39.37 inches.
Decimeter	1-10 of a metre.	3.937 inches.
Centimeter	1-100 of a metre.	0.3937 inches.
Millimeter.....	1-1000 of a metre.	0.0394 inches.

MEASURES OF SURFACE.

Metric denominations and values.		Equivalents in denominations in use.
Hectare.....	10,000 square metres.	2.471 acres.
Are.....	100 square metres.	119.6 square yards.
Centare.....	1 square metre.	1550 square inches.

MEASURES OF CAPACITY.

Metric denominations and values.			Equivalents in denominations in use.	
Names.	No. of liters.	Cubic Measure.	Dry Measure.	Liquid or Wine Measure.
Kiloliter or stere	1,000	1 cubic meter.	1.308 cu. yards.	264.17 gallons.
Hectoliter	100	1-10 cubic meter.	2 bu., 3.35 peks.	26.417 galls.
Dekaliter	10	10 cu. decimeters.	9.08 quarts.	2.6417 galls.
Liter.....	1	1 cu. decimeter.	0.908 quarts.	1.0567 qts.
Deciliter	1-10	1-10 cu. decim'tr.	6.1022 cu. inch.	0.845 gills.
Centiliter	1-100	10 cu. centimeters	0.6102 cu. inch.	0.338 fl. ezs.
Milliliter.....	1-1000	1 cu. centimeter.	0.061 cu. inch.	0.27 fl. drs.

WEIGHTS.

Metric denominations and values.			Equivalents in denominations in use.	
Names.	Number of Grams.	Weight of what quantity of water at maximum density.	Avoirdupois	Weight.
Miller or Tonneau.....	1,000,000	1 cubic meter	2204.6	pounds.
Quintal	100,000	1 hectoliter	220.46	pounds.
Myriagram.....	10,000	10 liters.....	22.046	pounds.
Kilogram or kilo	1,000	1 liter.....	2.2046	pounds.
Hectogram	100	1 deciliter	3.5274	ounces.
Dekagram.....	10	10 cubic centimeters...	0.3527	ounces.
Gram.....	1	1 cubic centimeter ...	15.432	grains.
Decigram	1-10	1-10 of a cu. centim'tr	1.5432	grains.
Centigram.....	1-100	10 cubic millimeters...	0.1543	grains.
Milligram.....	1-1000	1 cubic millimeter....	0.0154	grains.

The Boards of Trade of Milwaukee and Albany have resolved to adopt this system. The change from the old system of grain measurement to the new standard is simple. Suppose it to take effect on a day when the market quotations are as follows:

No. 1 wheat (per bushel, 60 lbs.).....\$2.06	No. 2 oats (per bushel, 32 lbs.).... \$.43
No. 1 corn (per bushel, 56 lbs.)..... .80	No. 2 barley (per bushel, 48 lbs.).. .68

To find the equivalent price per cental, annex two ciphers to the price per bushel, and divide this amount by the number indicating the pounds required of the given grain to make a bushel: the quotient will be the price per cental. Thus amended, the above table would read (adopting the usual rule with the last figure):

No. 1 wheat, per cental.....\$3.43	No. 2 oats, per cental.....\$1.34
No. 1 corn, per cental..... 1.43	No. 2 barley, per cental..... 1.42

The Chicago Board of Trade have resolved that after March 1st, 1867—other Boards of Trade concurring.—all their transactions in grain, seeds, etc., shall be conducted in centals in stead of bushels.

PROBLEMS AND SOLUTIONS.

PROBLEM 4. Given, $x-y=3$, and $xy(x+y)=308$, to be solved by quadratics.

JAMES.

5. A set out from the city of C to travel to the city of D at the same time that B left D for C, the distance between the two places being 400 miles. When A had traveled 20 hours, he *overtook* a drove which was traveling at the rate of 2 miles an hour; B *met* the same drove 216 miles from D. When B had been traveling 16 hours, he was *overtaken* by an express which was proceeding at the rate of 5 miles an hour; A *met* the same express 192 miles from C. Required, the hourly speed of A and B.

6. What are the relative merits, considering dispatch and accuracy, of three tyros in mathematics, A, B and C, who undertake to calculate the value of π ? A determined the ratio accurately for 5 decimal places, B 7 places in 5 hours, and C 9 places in 7 hours.

W. T. N.

7. Two pedestrians, A and B, start from the towns C and D respectively, at the same instant. After A and B had traveled $\frac{1}{4}$ the distance, a courier leaves C for D, and travels as far per hour as A and B together. How far is the courier from D when A and B meet; provided B had traveled $5\frac{1}{3}$ miles more than A, and that he could have gone A's distance in $8\frac{1}{3}$ hours, and A could have gone B's distance in $11\frac{1}{3}$ hrs.?

W. T. N.

QUERIES AND ANSWERS.

QUERY 4. Is it correct to read the expression $\frac{x}{6}$ *x over 6*?

5. Are algebraists *right* when they say $-5 > -9$?

6. We ask any one to give us *perfect* definitions for Signs of Addition, Subtraction, Multiplication, and Division.

WILL my old friend O. S. W., Sigma, and others who were wont to be *known* and *heard* through this department of the Teacher, please to remember that our educational journal, if not convalescent, 'still lives'. Let us hear from you.

SCIENTIFIC NOTES.

CHINA has within her boundaries what is called a Tallow-Tree, the product of which has become a great article of commerce. For the most part, this tree is found in the northern part, and yields an article which furnishes an excellent light, free from smoke or smell. It is prepared from the seeds. The tree grows rapidly and luxuriantly, yielding fuel in abundance, and its leaves being used for coloring purposes. In India, it has lately been introduced. Trees, grown from the seed, and only eight years old, are six feet in circumference.

.....THE French are experimenting with oxygen gas for illuminating purposes. The objection, at first, was its costliness, the cost being one dollar per cubic foot. Recent experiments show that it can be furnished at two cents per

foot. It is obtained from the reaction of silica upon sulphate of lime. By directing a jet of oxygen through an ordinary gas-burner, the illuminating power of the gas is increased, thereby saving in expense 30 or 40 per cent. It is conducive to health, because other hurtful gases are consumed.

.....THE story that the upas-tree of the island of Java exhales a poisonous aroma, the breathing of which causes instant death, is now known to be false. The tree itself secretes a juice which is deadly poison, but its aroma or odor is harmless. Strychnine is made from the seeds of a species of the upas-tree. It is said that there is a poisonous valley in Japan where this tree grows. Such is the name of a district, the atmosphere of which produces death. The effect, however, is not occasioned by the upas-tree, but by an extinct volcano near Batar, called Guena Upas. From the old crater, joining the valley, is exhaled carbonic gas, such as often extinguishes life in this country, in old wells and foul places. This deadly atmosphere kills every created thing which comes within its range,—birds, beasts, and men. By a confusion of names, the poisonous effects of this deadly valley have been ascribed to the upas-tree.

.....FROM time immemorial, nothing has so disturbed men's minds as the *mysterious* and the *impossible*. They have scaled the heavens and striven to set bounds to the infinitude of space. They have sought to know the *unknownable*, and to do what is beyond the power of human effort. One of the curiosities which will figure at the Paris Exhibition is a perpetual-motion pendulum, which has been in motion for three years, and is still in motion. A watch-maker in Paris is the inventor.

.....THE capital of the Atlantic Telegraph Company, when the cable is in final working order, will be £600,000, or say, in round figures, \$4,000,000. The governments of the United States and of Great Britain give a subsidy between them of \$175,000 a year; and the cable, having passed four thousand words in twelve hours, may be held capable of passing messages which, at the charge at present fixed, will yield an income of about \$3,000,000.

.....IN 1865, the length of the various telegraph-wires centring in Paris was about 50,000 miles, enough to put a girdle twice around the earth. There are 610 officers for the working of these lines, and the number of messages sent over them was 2,967,748, for which the charge was \$1,224,665.

.....A PLAN is in contemplation to supply the City of Buffalo from gas-wells at Amherst, ten miles distant. One well is said to flow 40,000 feet of pure gas every day. It is proposed to dig five more, which are estimated to yield 200,000 cubic feet per day.

.....SCIENTIFIC men assert that brick walls are a great help to ventilation, especially when they are old and dry. Hence the unhealthiness of new and damp dwellings.

.....TWO iron wheels 4 feet in diameter, weighing 1,600 lbs., and revolving 80 times in a minute, generate a sufficient heat to warm a large factory. They are turned by a band and water-wheel, and are said to last four years.

.....A VARIABLE star has been discovered in the Northern Crown. Its rate of decrease in brilliancy has been noted at the Washington Observatory. It seems to lose .4 of a magnitude daily. When first observed, it was a star of the second magnitude, now it is of the eighth.

.....A FIBRE of silk a mile in length weighs only 12 grains, so that there are 584 miles of fibre in a pound avoirdupois.

.....TIN WIRE 1-13 of an inch in diameter sustains 34.7 lbs.; lead wire, 28 lbs.

ON the occasion of a terrible shipwreck, when all the efforts of the captain and crew seemed unavailing to avert the coming fate, an old lady, going up to the skipper, wringing her hands in desperation, exclaimed, "Oh, captain! are we really in such danger?" "Yes, ma'am," answered he, "we must trust in Providence, now." "Good heavens!" was the pious rejoinder, "*has it come to that?*"

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

WE are very sorry to be obliged to make our appearance before our readers this month with an apology, but we feel that the nonappearance of the January number at the time specified in the circular demands one. Punctuality in the appearance of the successive numbers is of the very first importance, and no one can feel more annoyed at any unlooked-for delay than our worthy publisher and ourselves. Subscribers will perhaps, upon examination, see one cause of the delay—arising from the full report of the proceedings of the State Association—making the first number nearly a double one. There was some little delay in receiving the report and one or two other things, taking off a day or two each, and making us behind time. We will try not to have it occur again.

The meeting of the Association at Jacksonville was preëminently a harmonious and valuable one. It seemed to us that there was less friction than at any previous meeting we have attended, and that better results were attained. This is due in part to the faithful work of the Executive Committee in giving us a well-considered programme. Committees often pay but little attention to this; and yet upon it depends greatly the success of the meeting. We must, however, give part of the credit to the President,—our worthy associate. Mr. White proved himself an able presiding officer; and only those familiar with public meetings know how much depends upon the president. Another thing which added greatly to the interest of the meeting was the continued presence of the citizens. In no other place where the meetings of the Association have been held—within our knowledge—have the citizens evinced so general a degree of interest, or attended the meetings so well. The people deserve great credit for the generous hospitality they extended, and the efforts they put forth to make our session a pleasant one. We can assure them that it was appreciated by us all. The professors and teachers of the various colleges and schools of the place generally were present, and took part in the discussions. We were glad to see Illinois College setting such an example, and only wish that it would be followed by all the colleges and higher institutions of our state. The colleges must not complain if they are unpopular, when they hold themselves aloof from the meetings that have for their aim the promotion of the great cause of common-school education. If we were a college president, we would take care that, if it was inconvenient for the whole faculty to attend these meetings, at least one member of it should be present to show the sympathy of the institution with the cause, and to take part in guiding all movements wisely and aright. Why should not the presidents of our colleges give the common-school teachers the benefit of their experience and their advice? We tell them frankly that their course in standing thus aloof has created a prejudice in the minds of some, which, to say the least, is of no advantage to them. We missed also the Normal Faculty. Perhaps it was because they have been so faithful in the past that their absence is the more noticeable. As the representatives of the great common-school system, it seems desirable to have them present to aid by their advice and instruction. We know that one of them—at least—had a very important matter to attend to, and suppose that the rest had to go with him and see that he attended to it rightly.

But there is one thing deserving of severe condemnation, and the Association thus expressed itself. It is the nonfulfillment of assigned parts. Persons whose names appear upon the programme should feel themselves bound in honor to the great body of teachers to appear and perform the part assigned, unless something out of their control prevents. Nothing so destroys the harmonious success of a meeting as the failure of part of the programme.

The exercises were generally of a high order.

THE AGRICULTURAL-COLLEGE question is exciting much interest in the General Assembly and among the people. We hope the Legislature will not decide this matter hastily. It seems to us that now is the opportunity for Illinois to secure to herself a great and valuable university, and it should not be lost through favoritism or thoughtlessness on the part of the members. We are glad that they seem determined to keep the fund together. This is wise. Let them now use this as a means to secure the largest amount added to it, and then let the college be located. It is of comparatively little consequence *where* the college is: it is of the greatest moment *what* it shall be.

It seems to us that there is very great indefiniteness in the minds of the people, and of all, as to what is expected to be accomplished by the college. Many, with a foolish prejudice against existing colleges and college systems, forget that the Act of Congress says only that Agricultural and Mechanic Arts shall be made prominent—not *excluding* the Languages,—and they act and talk as though none but farmers and mechanics have any thing to do with the endowment.

Is it intended that the practice of Agriculture and Mechanics shall be the object of instruction, or, in other words, is the college to be a place where young men shall go to learn their trades? Or, rather, is it to be a place where young men who are to be farmers or mechanics, or otherwise, may study the sciences that underlie these arts, and acquire the culture that shall fit them to be in the highest sense *men*, whether they follow one pursuit or another? It seems to be forgotten by most, in talking upon this subject, that the education of young men is, and must be, whether they are to be farmers, mechanics, merchants, doctors, lawyers, or ministers, in so far as they are educated, in a great degree coincident. If we look over the courses of study in any of the so-called agricultural colleges, we shall find that they embrace very much the same, excepting the languages, as those in other institutions of learning. The fact is that for culture—and we utterly repudiate the idea that the farmer or the mechanic must necessarily be an uncultured or uneducated man—we find ourselves obliged to take about the same course of Mathematics, of Mental and Moral Science, and of the Sciences so called. The agriculturalist will naturally carry some of the latter farthest, the mechanic the mathematics; but the general course in both cases will remain the same, until we reach far beyond the ideas of most of those who are claiming that this shall be a school for farmers alone.

One great advantage of a collegiate education is that it necessarily brings us in contact with a large class of active inquiring minds, eagerly striving for the same goal. The mutual friction and polish thus acquired is invaluable. Other things being equal, then, a large college and full classes is much the best for the purposes of education. We can but feel that it will result in great evil if every boy that is to be a mechanic is to be taken and put by himself to pursue a certain limited and *practical* course of study, if every farmer is to be by

himself, etc. Nay: rather let all be educated together until they reach the particular topics on which they must necessarily divide. Michigan has her noble University and her Agricultural College, which latter has been in operation for some ten years. The former has her thousand students, the latter 47 in the collegiate department and 108 all told. Any person who will take the trouble to compare the courses of study in the two will see that they coincide in many respects, only that the latter is lower than the former. How much better, then, for the youth in the latter to have had the mental stimulus of the large classes of the former, only diverging upon a few topics.

We would have, then, our Legislature give the freest opportunity for competition for the location of the college, letting that section of the state secure it that offers the greatest real available value, and thus secure a large fund. With this fund we would found a University proper, where parallel courses of study should exist, open and free to all. We would have the mechanic and the clergyman, the farmer and the lawyer, meet upon the same benches and pursue the same studies together. We would not exclude the languages, but have them taught, and open to all who wished to pursue them. Thus with Mathematics, thus with Science, thus with Medicine, thus with Law, and thus with the applied arts—with reference to Agriculture and Mechanics. There is economy in working thus together. The Congressional grant could then be used for its legitimate purpose, and the fund secured by means of it would be applied to the further purposes indicated. Thus it might become in the true sense a University, and its different departments develop into true professional schools, for the highest training and culture.

REFORM SCHOOLS.—The members of the Legislature seem to be getting aroused to the imperative need of one or more of these schools in our state. The great increase of crime and the crowded state of our penitentiary cause even the most anti-humanitarian to admit the necessity of doing something to stay the flood. People are not generally aware of the youth of some of the convicts. By the last report of the Warden of the Penitentiary, there were two convicts of the age of ten years, and more than half of the whole number were under 26 years of age. Think of a child of ten years in state-prison! Parents, look upon your little ones, and think how it would be with them, if for transgression they were thus punished. They go in children; they come out, still young in years, but old in crime, and with the stain of convict indelibly upon them. Henceforth, for all their days, be they many or few, they are at war with society. How much cheaper, how much wiser, how much nobler, for the state to have avoided this, and saved to manhood and itself these youth! We trust the present session of our Legislature will not close until at least one of these institutions be established, on a noble and proper basis.

CAIRO SETS AN EXAMPLE FOR THE STATE TO FOLLOW.—At the last monthly Institute, upon solicitation of Mr. Burlingham, all the teachers connected with the Cairo Public Schools subscribed for the Illinois Teacher. In three cases two or more copies go into the same family; but the teachers thought it was about time to stop 'resolving' and begin 'doing' for the Teacher. Can any town in the United States show a better record in this respect?

What other city will follow the noble example thus set them? It seems to us—and we can speak the more freely because we have no personal interest in the matter—that it is due to our calling as teachers, and to our state educational interests, that every teacher should subscribe to and be a reader of this his own state educational journal.

EDITORIAL CORRESPONDENCE.

CHICAGO PRINCIPALS' MEETING.—Mr. Wentworth, of the Dearborn School, in the chair. Subject for discussion—*Examinations for promotions in grade: their character, thoroughness, extent, and frequency.*

Mr. Lane, of the Franklin School.—The standing of every class in a school should be known to the principal. The most efficient way of securing this object is by examination. The custom of careful examination by the principal when classes are promoted is calculated to secure the adoption of more systematic and careful methods of instruction by the teachers in their daily exercises. In general, written examinations are to be preferred to oral. A pupil giving a good oral recitation is not necessarily prepared for one in writing. In the grammar department an examination, not for promotion, should be held once during each term.

Mr. Sabin, of the Newberry School, favored monthly written examinations by the principal. The questions should be prepared by him, and the papers examined by him sufficiently to gain a definite idea of their correctness. If the examination is too difficult, it has a tendency to discourage the class. The questions may, in some studies, be taken from the text-book, but such should not be the case with examples in Arithmetic. Pupils will recall the solution and answer, 'memoriter'. In general, nothing affords a greater stimulus to classes in their studies than an impending examination. The last part of the year with classes preparing for the High School is an illustration.

Mr. Vanzwoll, of the Scammon School, thought it quite impossible to have written examinations by the principal as often as once a month. He considered the written examination the most valuable in its results. For promotion, the class should be examined by the principal; at other times, it may be done by their teacher. He favored taking the questions from the text-book. A remembrance of what is in the book, or what the pupils have been taught, is all that is necessary. It is as well for the teacher to make out the questions.

Mr. Merriman, of the Skinner School, was in the habit of looking over the questions selected by the teacher before they were given to the class. It is a common fault in examinations that there is not enough importance attached to principles.

Mr. Broomell, of the Haven School, considered that it would be well to have a fixed time for grade examinations. There would then be a tendency for pupils to remain in school longer. Too much importance is given to written examination. The principal reason for its adoption is *absolute necessity*: any other method takes too much time. If classes were small, it would be better if three-fourths of the examination were oral. The object is to ascertain whether the pupil is ready for promotion; not whether some one stands better in the class. Proficiency can often be ascertained much better by oral question and answer than by written.

Mr. Bellfield, of the Jones School, held examinations upon any topic or subject in a study whenever the class had completed it. If they were not sufficiently familiar with it, let them go over it again at once. He thought the average for promotion should be some fixed standard, which the pupil should reach in every study, and that great excellence in some branches should not counterbalance deficiency in others. It would be impossible to examine every class once a month. In History and Geography it is well to take the questions from the book, but not in other studies.

Mr. Mahoney, of the Wells School, thought it out of the question to bring a class up to the average in every thing.

Mr. Wentworth.—It is better for teachers to conduct their own examinations: otherwise, there will be an impression created in the minds of the pupils that their teacher has not full direction of their instruction, and their respect for her will be lessened. To impair their confidence in her would be very pernicious.

Mr. Broomell dissented from the idea. In all examinations the teacher of the class should, of course, be consulted; but practically there is no confidence destroyed. The annual examination for the High School, conducted by others, tended rather to increase a community of feeling between the classes and teachers than destroy it.

Mr. Sabin considered the principal acting only in the line of his duty when he is conducting examinations of his teachers' classes, and it is so understood by both teachers and pupils. Monthly examinations are both possible and practicable. The pupils of higher classes may some times be called upon to assist in correcting, oftentimes with great profit to themselves.

S. H. WHITE, Reporting Secretary.

NOTES BY THE WAY.—*Friend Baker*: The printer's cry for *copy, copy*, is inexorable. Your command to resume my travels, just as I had quietly settled myself for a nice time at home, in midwinter too, when snow-bound locomotives refuse to go, or plunge wearily through the drifting snow-banks, is, I could almost say, pitiless; and yet I can not refuse to obey. Now I am off, and a ride of two hours by rail finds me in the ancient town of

Carlinville.—The county-seat of what is commonly known as the *State of Macoupin*. This town is situated on a prairie, named after the town, which had in former times a bad reputation among wayfaring people, traveling by the old stage-coaches. The land lies flat and low, and it was across Carlinville Prairie that passengers in a wet time were obliged to go afoot and carry a rail to pry the stage out of the mud-holes. I can not aver this to be my experience, though I have often traveled the road by coach when mercy to the poor brutes that dragged us along would have suggested such a course as appropriate. But times are changed. The low, wet lands are drained, and Carlinville is surrounded by farming lands of marvelous richness and fertility. The town, keeping pace with the surrounding country, has grown rapidly in wealth and population. As an exponent of progress, a new school-house, of beautiful design and ample proportions for educational needs, is now being built. The building was designed by E. E. Myers, of Springfield, and will cost about \$40,000. When this is finished, Carlinville can boast of one of the finest public-school buildings in the state. I say *one of the finest*, because, in a state where so many really elegant school-edifices have been and are now being built, it is difficult to discriminate and distinguish any one as the *best*, when so many are, or seem to be, so peculiarly adapted to the circumstances and wants of the people where they are located. Among the omens of the times that augur well for the future is the cheerfulness, not to say alacrity, with which people impose heavy taxes upon themselves to build school-houses. They are not satisfied with temporary wooden structures that will just *hold* the children, but they demand substantial, commodious houses, built with some regard to the unities of architecture, and adaptation to future as well as present utility. Carlinville is on the high road of educational progress, and I leave her, passing on to an elder sister, nestled on the banks of the Mississippi or perched upon the bluffs, once of wide-spread national notoriety,—the city of

Alton.—This city was once the rival of St. Louis for the trade of the great Mississippi Valley; but the empire of trade passed to her more fortunate rival. Sad memories cluster around her early history, but on these we will not dwell. When the martyr Lovejoy fell, when the press was muzzled, and free men fell down at the feet of the Slave Power and worshiped, the doom of Alton seemed to be sealed. This city has now a population of about 10,000, and seems to be entering upon a new career of prosperity. For a long time her public schools have languished under a system the absurdity of which was demonstrated by the paucity or impotence of results. Like some of her sister cities (Springfield, for instance), her schools were placed under a school board that was itself elected by and subject to the whims and caprices of a city council. Without a personal knowledge of the *personnel* of that civic body, I may presume that, not unlike other similar bodies that I wot of, its ignorance of generals or details essential to a school-system could only be equalled by the arrogance of its assumptions. But a brighter day dawns upon Alton. The era of half-starved (because half-paid) teachers, second- or third-rate school-houses, and a system of schools without system, is passing away. The present school board, composed of gentlemen whose noble public spirit is only equalled by their enlightened zeal, have inaugurated a series of reforms that will place their schools upon a more prosperous basis. These are: (1) A new and commodious school-house, just finished, at a cost of about \$43,000, built after the latest and most approved designs of the St. Louis school-houses. (2) The appointment of a Superintendent, at a salary of \$2,000. Mr. W. H. V. Raymond, formerly

Superintendent of Schools in Freeport, a gentleman of ripe scholarship and rare executive ability, combined with teaching power, received the appointment. (3) The raising of teachers' salaries generally, thus making a bid for a higher order of teachers. I am quite aware that teachers, like ministers of the gospel, should have regard to the amount of good they can do, rather than to the amount of 'filthy lucre' they get, in making their engagements; but still, the 'filthy lucre' must be allowed to have some weight in forming a judgment of providential indications. Indeed, I hope I may be permitted to remark, without being charged with irreverence, that a salary running into the thousands is, not unfrequently, a strong providential indication of ministerial duty to change location. Teachers can not be supposed to occupy a position so far above the level of common humanity as to feed, like the gods, upon heavenly food alone; nor, indeed, are they so sunk in the scale of being as to live, as is said of frogs, upon mere air. The Altonians are learning the lesson that good teachers require good pay; and the converse, good pay will bring good teachers. Filthy lucre rules, after all. VIATOR.

A WORD FROM CAIRO.—Not Cairo in Ancient Egypt, where, from the top of the pyramids, forty centuries looked down upon the conquering armies of Napoleon, but Cairo in Modern Illinois, where the Father of Waters and the Beautiful River meet and mingle in loving wedlock, henceforth flowing on like the united lives of a harmonious couple, even to the end. From this Land's End of Illinois we send you friendly greeting and salutation. It may be true that heretofore we have not figured very conspicuously in the educational reports of the state, and many have been the jokes uttered at our expense about the darkness of Egypt. But the darkness is passing away, and the true light now shineth. The spirit of the age—not Wilkes's—has visited us, and from henceforth we propose to take rank with the rest of the state in matters educational.

About two years ago, as a regiment of troops passing south swung around from the turbid Mississippi into the clear Ohio, a soldier standing near me, looking upon the narrow, low-lying tongue of land which, running down between the two rivers, terminates the state, remarked, "Well, Illinois has fairly 'fizzled out'." So our northern friends, as they have looked with pitying eye upon us Cairoites, have said that education has 'fizzled out', and the old proverb has been repeated, "Can any good thing come out of Nazareth?" Dear, sceptical friend, come and see! or, if you deem it unworthy the expense of time and money, listen, and "I will a plain, unvarnished tale deliver."

Two years ago I visited, for the first time, the public school of Cairo, then held in an old, shakily, lop-sided building, built in 1854, and used originally as a school-room during the week and a church on the Sabbath. During the war it was for a time employed to store forage gathered from the rebels of Missouri, and, as the tide of war swept southward, restored again to its original use as a school-room. In this building, about 30×50, some 80 children were gathered, of both sexes and all ages, while two female teachers used their best endeavors to maintain order and 'teach the young ideas how to shoot'. But a better day was about to dawn. Through the persevering efforts of some earnest friends of education, a fine brick building was erected, containing six school-rooms, and was opened in September, 1865. It was at once filled to overflowing, and a branch school was opened, with two teachers, which was also filled. During the year much progress was made in organizing and starting the school aright. Having got on the right track, the directors resolved to make still more earnest efforts to bring the schools up to the maximum. At the commencement of the present school-year they made a requisition on the Headquarters of Public Schools in the state, and secured the services of Mr. E. P. Burlingham, an experienced and highly-successful teacher, as Principal and Superintendent, at the liberal salary of \$2,400 per annum, and three others, ladies, as assistants,—Misses McCambridge, Moore, and Hollingsworth. They also reengaged Mr. English,—a live Yankee and a veteran soldier of the Union,—Misses Sarah and Mary Hawkins, and Miss Butler, all of whom had taught with much acceptance the previous year. Besides these, it was necessary to employ two additional teachers, Mrs. English and Miss Johnson.

The old original school-building was repaired and converted into one of the pleasantest primary rooms in the state, and Miss Hollingsworth placed in

charge of the abecedarians; a large building was engaged in the Fourth Ward, containing three rooms, at the head of which is Mr. English: while the remaining five teachers, with Mr. Burlingham as Principal, occupy the brick building. Yet, with all these accommodations, so great is the impetus given by devising liberal things, the schools are crowded, and another large building is imperatively demanded. This demand has been heeded, and the city, by an almost unanimous vote, has decided to levy a tax amounting to \$15,000 to build another house this coming year.

Nor is this success of Cairo schools all superficial. Last week I took a hasty run through many of the school-rooms, and can say they will compare favorably, in point of order, thoroughness of instruction, attention to duties, and readiness in recitation, with the majority of our best schools—"*haud ignota loquor*,"—while they are far superior to many that have a high reputation at home and abroad. The teachers are earnest, active, disciplined, and attentive to their duties; and, as a necessary result, the pupils are interested and enthusiastic, and rapidly progressing in their studies.

Yours, etc., R.

PERSONAL.

MARRIED, Dec. 27, 1866, in Springfield, at the residence of the bride's brother-in-law, Henry Canfield, Esq., by Rev. G. W. Birch, Miss MARY A. CANFIELD to PETER VREDENBURGH, Esq., of Sangamon county. May joy go with the happy couple! and may the life of the young bride, in the new sphere on which she has entered, be as happy and successful as were her few months of teaching in our city schools!

ROBERT L. MAGUIRE, Principal of the Third-Ward School, Springfield, has resigned his position, to enter upon the practice of law in that city. Mr. Maguire was much beloved by his pupils, and was a very successful teacher. We trust he may be as successful in his new vocation. MRS. ABBY E. PADEN, assistant in the same school, resigned her position at the close of the fall term, to enter upon a more lucrative situation. Miss M. A. CANFIELD, also an assistant in the same school, has taken a smaller one. Miss EMILY STARKWEATHER, of the Fourth Ward, resigned on account of ill health produced by overwork in the school-room. Miss S. is a very accomplished teacher, and her success in the school-room for the past year and a half has rarely been surpassed. Mr. PHILO FORD, MRS. ANN P. BAIRD, Miss ANNA D. SPRAGUE, and Miss SARAH QUADE, have been elected to fill the vacancies.

THE Amboy High School is prospering finely under the care of its excellent principal, C. W. MOORE.

THE will of the late CHARLES MINOT, of Boston, gives Harvard College the income of \$60,000 worth of Buffalo, Bradford and Pittsburg railroad bonds. It will amount to \$2,000 per annum.

MR. GEO. PEABODY, the millionaire, has just given \$150,000 for the foundation and maintenance of a Museum and Professorship of American Archaeology and Ethnology, in connection with Harvard University. \$45,000 of this sum is to be invested in a fund, the interest of which shall be applied in forming and preserving collections of antiquities and objects relating to the early races of the American Continent; \$45,000 goes to found a Professorship of American Archaeology and Ethnology; and the remaining \$60,000 is to accumulate to \$100,000 to build a fire-proof Museum.

Mass. Teacher.

SINCE 1852, GEORGE PEABODY has given away \$4,000,000 or about \$1,000 a day for 14 years, omitting Sundays and holidays.

HON. THADDEUS STEVENS has endowed a Professorship of Moral and Intellectual Philosophy in the Vermont University. That institution is his *alma mater*.

PROF. CAREY has resigned his position as Professor of the Ancient Languages in Michigan Normal School, and gone into the insurance business. Cause,—teaching pays \$1,400 per year; insurance, \$3,000.

MR. A. S. KISSELL, formerly at the head of the schools of Davenport, and the originator of its training-school, has been elected Superintendent of Schools in Minneapolis, Minn., at a salary of \$2,500 per year. In securing the services of Mr. Kissell, our sister state has gained an efficient educator and a noble man.

REV. G. W. NORTHRUP, D.D., late of the Rochester Seminary, has been appointed President *pro tem.* of the University of Chicago, and will become ultimately Professor of Systematic Theology in the Baptist Seminary now organizing in Chicago. Rev. J. B. JACKSON, of Albion, N. Y., has been elected to the Chair of Ecclesiastical History in the same Seminary.

REV. BIRDSEY G. NORTHROP, agent and lecturer for the Massachusetts Board of Education, has succeeded Prof. Daniel C. Gilman as Secretary of the Connecticut Board of Education and Superintendent of Common Schools.

PROF. B. PARKS, of Springfield, the veteran school-teacher, was presented, on the 11th of last December, with a valuable and beautiful gold-head rosewood cane, by about twenty of his former pupils, as a slight testimonial of their esteem and friendship for him as a teacher and friend. The head of the cane bears the following inscription: "To Prof. B. Parks, from his pupils, Springfield, Ill., 1866." The presentation-speech was made by Dr. H. Wright, of Chatham, and was responded to by Professor Parks in an eloquent and appropriate speech. The presentation took place at the residence of Dr. Lanphear, son-in-law of the venerable teacher. The occasion will long be remembered with pleasure by all who were present.

PROF. DANIEL REED, of the Wisconsin State University, has gone to Missouri to act as President of the Missouri State University.

JOSHUA PIKE, late assistant, has been elected principal of the Pittsfield School.

O. ST. JOHN, of Waterloo, has been appointed Assistant State Geologist of Iowa.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.—By the courtesy of our able Superintendent of Public Instruction, we have been favored with a copy of his Sixth Biennial Report. We have examined it with much interest, and hesitate not to say that it is a very able document, and one that will add to the well-earned reputation of its author. The report discusses first, in a very eloquent and able manner, the advantages of education, especially as viewed in the light of the late rebellion. In this connection some very interesting statistics are given. The mode of presenting this argument is new and very valuable. The general financial statistics were given in the January number of the Teacher, but there are one or two additional which have struck us as noteworthy.

Within the past two years there have been 1,122 school-houses erected in the state, being a great increase over any two former years. The average cost of school-houses erected in 1859 was \$519; of those erected in 1866, \$1,357,—showing a very marked step in the right direction.

The Superintendent finds cause for congratulation in the great increase in the amount of *voluntary* district taxation for school purposes, which amount in 1857 was \$412,391, and in 1866 \$2,789,335, which he justly regards as showing a growing regard on the part of the people for the great interests of education.

In discussing School Visitation and the office of County Superintendent, statistics are given showing the great increase of efficiency in both, arising from the change in the law respecting the tenure of office and pay of County Superintendents. There have been 13,238 days spent in visiting schools during the past two years by the County Superintendents,—5,696 in 1865, and 7,542 in 1866. Number of schools visited in 1865 was 4,468, and in 1866 7,363, leaving in 1866 2,582, or 26 per cent., unvisited. It is shown that this results from the inadequate compensation afforded by the present law—although it is a great improvement upon the former. The County Superintendency is now for the most part filled by earnest educational men, and the justice and necessity of an increase of their pay is forcibly argued. No man worthy of the office can afford to spend his time in visiting schools at the rate of three dollars a day and defray his own traveling expenses. It seems to us that the mere statement of this should be sufficient to secure the just and due increase demanded.

In his own department the Superintendent shows the imperative need of

more help. He asks for a deputy and at least one additional clerk. Even this will only give him about half the force allowed similar departments in New York and Pennsylvania, and is much less than is needed for the highest efficiency of the office. We would add our voice in seconding the appeal of the Superintendent. None but those familiar with the routine of the office can have any idea of its demands. Within the past two years 6,000 letters upon official business have been received and answered, or ten a day, besides probably an equal number not involving official decisions. It is obvious to every one that this is of itself sufficient to occupy the time of the Superintendent, to say nothing of lecturing, and the thousand other calls upon his time and patience.

The Township System is fully discussed, and its advantages pointed out; but, while the belief is expressed that the people will soon demand it, its immediate adoption is not urged. We think the Superintendent evinces his wisdom in this; for, while we have no doubt that upon the whole the Township System is far preferable to our present one, yet all such radical changes should rather be demanded by the people than forced upon them. Let the arguments and facts of the report go before the people and be discussed by them for the next two years, and then it will be wise to act.

The Normal University receives appropriate notice, and appropriations for its use are urged. The total expenditures for the University during 1866 were \$16,984.96, and the total number of pupils in all departments for the same time was 772. The amount of tuition received from the Model Department for 1866 is \$4,304.97.

The Association of County Superintendents, the Illinois Teacher, the State Teachers' Association, School Libraries, Teachers' Institutes, etc., each receive appropriate attention.

The School-Law has been much improved by the action of the last General Assembly, and but few amendments are now proposed. They are these: (1) Provide that those Union Soldiers who entered the army during their minority may attend, free, any public school in the districts where they severally reside for a time equal to the portion of their minority spent in the public service. (2) Extend the privileges of public education to all the school-going population of the state, impartially. (3) Provide a general law under which cities and villages may organize for educational purposes without resorting to special legislation. (4) Pay County Superintendents a salary (to be retained out of the school-fund of their respective counties) sufficient to enable them to devote their whole time to the duties of their office. (5) Require boards of directors to report certain school statistics to township treasurers. (6) Provide that teachers shall in all cases be paid by the treasurer of the township in which the school is taught.

The Agricultural College receives due attention, and an interesting synopsis of the action taken upon the subject in other states is given.

The two concluding papers of the report are upon the Relation of Colleges to Public Schools, and upon the American Idea of Popular Education. The former is the substance of the interesting and valuable address upon that subject recently delivered before the State Teachers' Association at Jacksonville. They are both very timely and appropriate.

We are glad to notice that the Report of the President of the Normal University is removed from the body of the report and put in its true place as an appendix. President Edwards in his report discusses the legitimacy of giving the University Fund to the Normal School, and presents some forty letters from different sections of the state to show how the pupils of the institution are succeeding as teachers—thus showing how the school is doing its work. These letters contain for the most part favorable reports, but show a few failures, as was to be expected; for it may almost be said of the teacher as the ancients said of poets, "he is born, not made," though he is abundantly helped by good training. The letters all show a high appreciation of the Normal and its work.

CHICAGO.—The following changes occur in the schools with the commencement of the new year: *Resignations*.—Miss Maggie Prendergast, assistant in Kinzie School; Misses Mary E. Buel and S. E. Sheppard, assistants in Washington School; Miss S. J. Kirby, assistant in Moseley School; Miss Lizzie Smith, assistant in Skinner School. *Appointments*.—Miss Hattie L. Davis, assistant in

Dearborn School; Miss Annie E. Clark, assistant in Jones School; Misses H. M. Butterfield, Carrie M. Reed, H. E. Hitchcock, Susan A. Swift, assistants in Kinzie School; Misses Mary E. Chappell and Mary E. Packard, assistants in Franklin School; Misses Addie Bankson, Adelaide Favor, Belle M. Spence, L. D. Ayers, Amelia A. Bliss, assistants in Washington School; Misses Mary E. Fernald and Luella V. Little, assistants in Foster School; Miss Mary E. Andrews, assistant in Haven School; Misses Claire A. Towslee and M. A. Green, assistants in Cottage-Grove School; Miss Nettie M. Pote, assistant in Bridgeport School; Misses Lizzie Crawford and Ida M. Parker, assistants in Pearson-Street Primary School; Misses E. H. Gray and Clara Wingrave, assistants in Elizabeth-Street Primary School; Miss Jennie Wainwright, assistant in Rolling-Mill School.....The total number of pupils enrolled for the month of December was 17,521, being an increase of 1,447 over the number for the same month of 1865. The average daily attendance was 14,859, being an increase of 1,755. The per cent. of attendance was 92.4; number of tardinesses, 6,063.....*Industrial School.*—The committee, consisting of Inspectors Runyan, Clarke, and Briggs, to whom was referred the communication of J. C. Dore, Esq., in regard to the establishment of an Industrial School or College in this city, reported that, in their opinion, there is great need of a school whose main object shall be to give instruction in the mechanic arts; that one such school would be sufficient for the state; that such school should be located where the largest facilities exist for putting in practice the sciences taught; that, whereas Congress has made a grant for an Agricultural and Industrial College, in their opinion, the two departments should be kept distinct, and that, while the agricultural branch should be located in an agricultural region, the industrial department should be in the place of most abundant mechanical employments; that, believing that Chicago is the most desirable place in this respect, they recommend that the board request the legislature of Illinois to devote such a portion of the national grant as belongs to the department of mechanics to the establishment of a polytechnic school in this city. The report was adopted, and the inspectors were requested to sign a petition to the legislature for the object stated.....Among the proposed amendments to the City Charter recommended by the Common Council are the following: The issue of twenty-year bonds to the extent of not over \$500,000, bearing 7 per cent. interest, for the purpose of providing for farther school-accommodations; and the levying of a tax of $\frac{1}{4}$ of a mill to create a sinking-fund for the payment of such bonds at maturity. The empowering of the Board of Education to confer college degrees.....*City Institute.*—The leading feature of the general institute was an essay on Primary Instruction, by I. S. Baker, Principal of the Kinzie School. The necessity of a right start in the work of education: the advantage of a knowledge of the nature and ability of each one of those taught; the mischief wrought in having too large classes; the association of ideas with the words and forms used, and the careful moral training of the little children, were among the topics of the essay. The necessity of even greater preparation by the primary teacher than by any other was urged. Without any effort at display, the paper was sensible, and filled with practical ideas throughout. The several sections were reorganized as follows: Section 1, Grades 1 and 2, G. W. Spofford, of Foster School, Chairman; Section 2, Grades 3 and 4, G. D. Broomell, of the Haven; Section 3, Grade 5, I. S. Baker, of the Kinzie; Section 4, Grade 6, D. S. Wentworth, of the Dearborn; Section 5, Grade 7, S. H. Peabody, of the High; Section 6, Grade 8, S. H. White, of the Brown; Section 7, Grade 9, J. Slocum, of the Moseley; Section 8, Grade 10, E. C. Delano, of the High.....*Chicago Yale Association.*—The first annual banquet of the Chicago Yale Association was held on the 20th of December, '66. The association numbers about 40 resident members, representing classes from 1813 to the present, and including many of the ablest professional and literary men of the city. All present grew young again in singing the songs and recalling the reminiscences of college days. The toast 'Alma Mater Yale' was responded to by Rev. J. P. Gulliver, who introduced a series of resolutions, favoring the establishment of a great National University, and claiming that Yale College, in consideration of its history, its fame, its usefulness, and modest worth, is the place for its location. Judge H. T. Mather, of the class of 1813, was elected President.....Chicago is moving to secure a share of the Industrial College. She offers \$50,000 cash, and land and buildings of capacity to accommodate 500 pupils, for half of the fund, to establish a polytechnic school.

SPRINGFIELD.—The City Schools are fuller than at any previous time. A few changes occurred in the corps of teachers at the holidays, all of which are noted among our 'Personal' items.....*The City Teachers' Institute* held its regular meeting on Saturday the 19th of January, at which time there was a full attendance. Herewith we give a report of the meeting. Opened with prayer by Mr. Kingsbury. The Superintendent made some remarks upon keeping records and making reports free from error; also upon the subject of corporal punishment. Complaints have been made of the manner of some teachers. Order must be kept. Whipping can not be avoided at times, but should be inflicted without passion. The subject of tardiness and absence was also presented. Neatness and cleanliness were also spoken of, and their importance insisted upon. Moral instruction is much needed, and it is the duty of the teacher to give it. Teacher should be prepared on lessons, and use book very little. Good primary instruction is of the greatest importance. Duty of teachers to subscribe for the *Illinois Teacher* was presented. Dr. Willard gave a very interesting and valuable talk of an hour and a half upon common faults of language and pronunciation. First noted *afterwards*, for *afterwards*; next, the prevalence of sorter and kind-er; also kind of, etc., as applied to adjectives,—may be used before names of things. Say! used as an interjection, perhaps for I say; also, *as* or *than* followed by an objective,—when used in comparison should never be followed by an objective. Follow example of best writers. A few instances may be found, but some of these are in consequence of novelists' putting appropriate language into the mouths of their characters. Shall and Will: Grammar arranges the persons thus,—1st I, 2d you, 3d he; but politeness changes this order to 1st you, 2d he, 3d I. In declarative sentences, when we would express simple futurity, we for the 1st and 2d persons, in the line of politeness, use will, and in the 3d person (I) shall,—shall denoting necessity; but when necessity or obligation is to be expressed, shall is used in the 1st and 2d persons and will for the 3d, in the rule of politeness. In interrogative sentences shall should be used for necessity and will for futurity in the 1st and 2d persons of the above rule. *Will* I can only be used in one case. Exclamatory sentences, the same rule as in declarative. Hypothetical sentences, or supposed cases: In these shall is always used, unless we specifically refer to an action of *will*. Examples of false use: Dr. Blair says "We *will* be at a loss." In another case he says "What we conceive of clearly and feel strongly we *will* express with clearness and strength." Macaulay, in one of his essays, says "We have much to say on the subject of this life, and will often find ourselves obliged to dissent from the opinions of the biographer." Surely he did not mean to express a purpose to be under an obligation to dissent, but that it was inevitable that he should dissent. O. H. Browning, in his noted letter, says "It is a question whether we *will* save the country." Mr. B. did not mean to say that there was any doubt of the intention of the administration to save the country (perhaps?). This is a southern peculiarity. A judge in Adams county, in pronouncing sentence of death, addressed the culprit thus: "It is the sentence of the law that on three weeks from next Friday you will be taken from the jail; you will be taken to the place of execution, and there you will be hanged by the neck until you are dead." He was taken to task by a person who told him it did not pertain to the man's will. Grammarians some times give as incorrect examples that are correct. Greene gives as incorrect the example in the Psalms, "Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord for ever." Greene is wrong, and the translators are correct. Mr. Kingsbury read an interesting essay on Primary Schools. After a recess of ten minutes, a selection was read by Miss E. Bushnell. A paper by the teachers of the Third-Ward School then followed. An exercise was had upon the history and derivation of the words Tribulation, Mob, Book, Bank, and Clock. The next exercise was upon the Men of the Age of Queen Elizabeth, conducted by the Superintendent. This proved very interesting and profitable.

LEE COUNTY.—James H. Preston, Esq., County Superintendent of Schools, reports that in his examination of winter schools he finds them full and generally well conducted. He says: "The new regulations for examination of teachers are making sad work for many who are not posted; but such should fit themselves for their work, and not come directly from the common schools or the kitchen, without any other preparation. Good teachers are at present rather scarce, but the demand will bring a supply."

ROCKFORD.—The following are the statistics of the South-Rockford School;—O. F. Barbour Principal,—for the term ending Dec. 21st, 1866. Grammar Department: Whole number enrolled,—boys, 40; girls, 32; total, 72. Average attendance,—boys, 33; girls, 24; total, 57. Other departments: Whole number enrolled,—boys, 95; girls, 104; total, 199. Average attendance,—boys, 82; girls 90; total, 172. In the West-Rockford Public School,—Jas. H. Blodgett Principal,—the whole number enrolled was,—boys, 378; girls, 363; total, 741. The average attendance was 566.

DECATUR.—The Board of Education have reduced the daily sessions of many of their primary schools to three hours.....*Programme of the Decatur Teachers' Association, regular Monthly Meeting, Jan. 12, 1867.*—Roll-call, and Minutes read. Essay, 'Composition for Beginners', by Miss Sargent. Metric System, by E. A. Gastman. Oral Spelling, by Miss Crocker. Reading exercise, by Mrs. Yeager. Recess. Discussion, 'How shall we diminish the amount of tardiness in our schools?' Mental Arithmetic, by Mr. Bigelow. Critics' Report, by Miss Fuller. Business. Remarks by the Superintendent.

CAIRO SCHOOLS.—Highest wages, \$2,400; lowest, \$450; average wages of lady teachers, \$525. Number of teachers, 10. Institute once a month. To observe methods of instruction, there is a class-exercise every Friday afternoon.....*Statistics for Month ending Nov. 26, 1866.*—Number enrolled, 526; average number belonging, 479+; average daily attendance, 433; per cent. of attendance, 90.2; number of cases of tardiness, 721; per cent. of tardiness, 3.7; teachers' absence or tardiness, 10; number of visitors, 54; corporal punishment, 14. Tardiness upwards of 5 per cent. for the first month; is being reduced. School census, 1130. Public-school enrollment (capacity of buildings), 575; private-school enrollment (Catholic, German, Convent, and private primary), 430; total enrollment, 1005.

JACKSONVILLE is making every effort to secure the location of the Industrial University within her limits. She makes the following offer, which, it will be seen, is far in advance of any thing previously offered: (1) The grounds and buildings of Berean College, located in Jacksonville, and recently donated by Mrs. Ayres for this purpose, valued at \$75,000. (2) \$50,000 cash, as voted by the Town of Jacksonville. (3) \$100,000 cash or bonds, to be paid out of the subscription by the County of Morgan. (4) The well-known farm of 640 acres called 'Diamond-Grove Farm' (immediately south of and adjoining the state farm attached to the Hospital for the Insane), already a better model farm for the purpose of the University than could be made in years on other grounds, and which, with small additional expense, can be made the model farm of the West. This farm, valued at \$200,000 (a part of the grounds being within the corporate limits of Jacksonville, and therefore convenient), consisting of woodland and prairie, could be reserved for experimental agricultural purposes; but, the commissioners may, if they prefer, select any other farm of the same size that can be obtained. (5) Other tracts of land, lots, and buildings, worth from \$100,000 to \$150,000. These items aggregate \$525,000.

THE PIKE COUNTY TEACHERS' ASSOCIATION, after several unavailing efforts to call out the teachers of the county to take part in its sessions, has finally succumbed,—the faithful few who have stood by it having decided to work in future without any formal organization.

COBDEN.—The school at this place, under the charge of Mr. T. A. E. Holcomb, assisted by Mrs. Holcomb and Miss Carrie Mitchell, is in a flourishing condition. Its rapid growth from 30 or 40 pupils to 200 has resulted in a vote of the people to build a school-house costing \$8,000, that shall accommodate 300 pupils.

FROM ABROAD.

WISCONSIN.—From the annual message of Governor Fairchild we gather the following items concerning the charitable and educational institutions of this state. *Insane Hospital.*—Number admitted, 95; number discharged, 92; number in the institution Sept. 30, 1866, 180, of whom 96 were males and 84 females. The Governor recommends that further provision be made for the incurable insane. *School for the Deaf and Dumb.*—The number in attendance during the year, 104; number Oct. 1, 1866, 84. *The Soldiers' Orphans' Home* became a state institution March 31, 1866. On Jan. 1, 1867, the number of children in the Home was 236. *Institution for the Blind.*—On account of the

adverse working of the law passed by the last legislature, requiring pupils to pay for their board or present certificate from the County Judge of the inability of parents to make such payment, the number of pupils has diminished from 54 to 18. *State Reform School*.—The number of children received since the opening of the school, July 23, 1860, is 400; 340 of whom were boys and 60 girls. Number Oct. 1, 1866, 134. *State Prison*.—The total cost to the state during the last fiscal year has been \$1,256.88. No other similar institution in the country has been so near self-supporting. The number of convicts, Sept. 30, 1866, was 169, being an increase during the year of 72. The commissioner states in his report that of the 229 convicts committed during the past three years only four per cent. could be called skillful mechanics, while not more than ten knew the rudiments of a trade. *Common Schools*.—The number of children in the state between the ages of four and twenty is 352,005; number attending public schools, 234,265. Number of teachers employed, 7,879. *Normal Schools*.—The Regents have located these schools as follows: at White-water, which donates a site for building and \$5,000. At Platteville, which donates buildings already erected, and \$5,000. This school has been opened and is a complete success. At Oshkosh, which donates a site and \$30,000. At Stoughton, which donates a site, \$35,000, and 40 acres of valuable land. At Sheboygan, which donates a site and \$35,000. *State University*.—Concerning this institution the Governor says, "I have observed with much satisfaction that the University has outlived the fierce opposition which it has encountered on nearly every side since its organization, and bids fair to become what it should be in this state. A little timely assistance from the state each year will soon place it beyond the need of pecuniary help. That it has not received such aid in the past none can deny. Indeed, had the object of the state been to cripple and harass it, means better adapted to the end could hardly have been chosen. Not a single dollar has ever yet been expended by the state for its benefit; and in this regard the legislation of this state suffers much by a comparison with that of our neighbor Michigan. I trust that simple justice will be awarded to the University, and that in future it will receive from the state that liberal support and encouragement which is due from an enlightened public opinion, recognizing the fact that in education is to be found one of the strongest bulwarks of our government, state and national."

MICHIGAN.—We clip a few words from an article by President Haven concerning the *University of Michigan*, an institution which in a few years has risen to the front rank of institutions of its kind. They will be of interest, showing, as they do, how much can be done without great wealth, desirable as it may be. He says "The University has an endowment of about half a million dollars, arising from the first sale of two townships of land, or 46,080 acres. The fathers of the state induced Congress to make this provision, when it was admitted into the Union. Other states have followed this example; but some of them have not carefully husbanded their funds, and others have not yet had time to develop their resources. Besides this, the State of Michigan has loaned the University \$100,000, and relieved it from paying interest, thus making it, in reality, a grant to that amount. The City of Ann Arbor has given the grounds, about 40 acres, upon which the buildings stand, and also \$10,000 toward the Medical Building, and \$2,500 to improve the Observatory. By some the University of Michigan is considered very rich; but the above are the simple facts. The State of Michigan has not endowed nor enriched it; she has merely preserved its funds with discretion, and, without feeling it, might easily double its income. Our institution has not obtained its reputation by enormous wealth; but by carefully and judiciously employing its means, so as to achieve the greatest results.".....The *State Agricultural College*, located at Lansing, has a faculty of 8 professors, with 57 students in the college proper, and 51 in the preparatory class. The institution seems to be in successful operation.

KANSAS.—The *Kansas Normal School* has been established since February, 1865. The number of students during the past term has been 75. The faculty consists of L. B. Kellogg, Principal; H. B. Norton, and Abbie G. Homer. The reports of the Principal and the Board of Visitors give a very satisfactory state of facts in the institution. After a lengthy visit, the board express themselves as follows: "Regarded merely as a model for the other schools of the state, a means for inciting other teachers to like triumphs in order and educational ex-

cellence, our Normal School is worth ten times over all that it has cost us. In asking a liberal appropriation for the institution during the coming year, we feel that we are not venturing upon untried ground. The experience of America and Europe during the last half-century has fully shown the value and economy of the normal schools supported by the state. In this country, particularly, the progress of this system of instruction has been truly wonderful, culminating at last in the great Illinois Normal University at Bloomington, with its buildings erected and furnished at a cost of \$225,000, and its annual appropriation of nearly \$13,000." With the new year, the school takes possession of a new and commodious building, capable of accommodating 150 students.

NEW YORK.—The last Legislature passed an act providing for the establishment of four additional State Normal Schools for the education of teachers, and inviting propositions from every section of the state. These proposals have just been opened. The Central Academy at Growville, Cortland county, offer their building, valued at \$25,000, and their apparatus and boarding-hall. The Village of Brockport, Monroe county, offer the Brockport Collegiate Institute, valued at \$100,000, and \$3,000 worth of furniture and apparatus. Clinton County offers 8½ acres of ground and \$80,000. The Trustees of Delaware Academy offer their buildings, library, and grounds. Trustees of the Newark Collegiate Institute, Wayne county, offer their grounds, and a building valued at \$12,000. The Antwerp Literary Institute offer their buildings, valued at \$30,000, together with the furniture and grounds. The St. Lawrence Academy offer their building, valued at \$15,000, their library, furniture, and apparatus. The Fort-Edward Institute offer the use of their buildings, furniture, apparatus, and library, for ten years. Dr. Wm. Lamont offers the Seminary building at Charlotteville, Schoharie county, with the grounds, apparatus, and library. Cortlandville offers a site valued at \$6,000, and also \$50,000 in cash. Binghamton, Broome county, offers a site, and \$80,000 in cash. Fredonia, Chataqua county, offers \$60,000 in cash, and the academical buildings already erected. There were other bids, which, being informal, were reserved for amendment.During the past year, the State of New York has appropriated for the use of her public schools \$7,378,880. The salaries of 15,664 teachers amounted to 4½ millions. Of 931,000 children between the ages of 6 and 17 years, 919,000—nearly 99 per cent.—attended school; over 43 per cent. attended daily—the largest ever reported.*Hamilton College.*—The presidency of this institution has been accepted by Professor Brown, of Dartmouth.*New-York City.*—The Board of Education appropriate \$2,522,000 for the support of the schools during 1867. It is expected that the legislature this winter will create a Metropolitan Board of Instruction for the City of New York, to replace the ignorant and corrupt men who now have the supervision of her schools.

PENNSYLVANIA.—Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, Pa., has entered upon the duties of his new position, that of Superintendent of Common Schools in the same state. On the occasion of his retiring from a position held by him for the past 10 years, he was made the recipient of a splendid silver tea-service, on behalf of the State of Pennsylvania and the stockholders of the institution. Prof. W. has been identified with the school at Millersville since its very beginning. Of its early life he says, "We had our 'ups and downs', and there were times when it seemed doubtful whether the school would go on or not. Once it was on the point of breaking up, and several times there were crises in its financial affairs that seemed to blast its prospects." Now the school is placed on a firm basis, and stands one of the first among similar institutions in the country—a monument to the persevering energy of one man. In his presentation-speech, a member of the Board of Trustees bore the following testimony to the high character of the institution and its value to the neighborhood: "This institution, through you as its principal and head, encouraged by the fostering care of its trustees, has formed an era in the history of education in Pennsylvania, and especially in our great and populous county of Lancaster. It stands to-day first among the counties of the state. It attained this proud position by the immediate influence of this normal school. Its history illustrates the necessity of such schools, in the general theory or plan for popular education; and but for it there would not be any worth mentioning in the state." Pennsylvania does honor to herself in calling Prof. Wickersham to the charge of her system of public instruction.We take the following sta-

tistics from the Report of the Superintendent of Common Schools of Pennsylvania for 1866. Whole number of school-districts, 1,863. Whole number of schools, 12,773. Whole number of pupils in attendance, 649,519. Average attendance of pupils, 413,049. Average length of school-term, 5 mos. 15 days. Average cost of tuition per month for each pupil, 72 cents. Whole number of male teachers, 6,134; whole number of female teachers, 8,707; total number of teachers, 14,841. Average salary of male teachers per month, \$34.34; of female teachers, \$26.31. Amount expended for fuel, tuition, and houses, \$3,266,509. Total cost of system, including \$56,425.46 paid to Philadelphia, \$3,368,387.33. The foregoing are exclusive of Philadelphia. The following include the County and City of Philadelphia. Whole number of schools, 13,146. Whole number of teachers, 16,141. Whole number of pupils, 725,312. Average attendance, 478,066. Total cost of the whole system, \$4,195,258.57. The statistics of Philadelphia for 1865 are given, and are as follows. Whole number of schools, 373, including 2 high and 61 grammar schools. Whole number of pupils, 75,893. Average attendance, 65,017. Per cent. of attendance, 86. Number of teachers, 1,300—83 male and 1,217 female. Comparing the above with our own state,—Illinois has 9,938 districts; Pa., 1,863. We have white children of school age 759,987, of whom 614,659 attended school; Pa. had 110,653 more pupils in attendance. We have 1,138 more teachers. We expended \$163,979.43 the most.*Philadelphia*.—The salaries of school-teachers in Philadelphia are to be increased 25 per cent.

GEORGIA.—A building which cost \$6,000 has been opened as a normal colored school in Atlanta. It is called the 'Storrs School', in compliment to Rev. Dr. Storrs, of Cincinnati, whose congregation contributed most of the funds. The school is under the care of the American Missionary Society. A bill has been under consideration in the legislature looking to the establishment of common schools for whites and blacks throughout the state, and it is probable that it will be passed. Immigration from the North is encouraged, and much capital has already flowed in from that section.

INDIANA.—During the year ending Sept. 1st, 1866, 58 counties in Indiana have had teachers' institutes, attended by 3,533 teachers. The amount of money drawn from the county treasuries for their support was \$2,695; the total cost was \$3,468.50. For an institute held five days, with an average attendance of 25 teachers, the county must pay \$35; if the attendance reaches 40, the sum is increased to \$50.

MINNESOTA.—The Minnesota School Journal will be issued in a short time. It will contain thirty-two pages of reading-matter, and will be edited by Mr. William W. Payne, of Mantorville.

IOWA.—Articles of incorporation were recently adopted for the Iowa Law School, and it is now in full operation. The class of 1866 numbered 12 students.

CONNECTICUT.—Yale College Catalogue shows 26 students in Law; 30 in Theology; 122 in Philosophy and Arts; and 500 undergraduates; in all, 709. There are 50 instructors.

BOSTON.—In the Boston School Board an attempt has recently been made to adopt a rule abolishing corporal punishment in their schools; but it was unsuccessful. The punishment of girls was prohibited, except with the knowledge and advice of the principal of the district. Teachers of this country have been accustomed to look to the 'Hub' for grand and progressive ideas in education. She seems determined not to be outdone. Just as other cities have come up to her liberality in the payment of salaries, we are informed that "the School Commissioners have advanced the salaries of teachers 10 to 15 per cent." Think of the principal of a grammar school, of 700 or 800 pupils, receiving \$2,750!

CINCINNATI.—The City of Cincinnati has petitioned the Ohio Legislature to authorize the levying of a special tax of one and one-tenth mills to establish a school library.

FREEDMEN.—There are engaged among this class 1,196 white teachers, teaching 84,000 pupils. These, with those taught by teachers from their own number, make an aggregate of 100,000 now receiving instruction. It is estimated that 200,000 of these people have learned to read during the past two years." A great work has thus been done; yet there are 3,800,000 remaining who have no glimpse of an education.

NOTES AND QUERIES.

ORIGIN OF FAMILIAR PHRASES.—The term *masterly inactivity* originated with Sir James Mackintosh. *God tempers the wind to the shorn lamb*, which every body who did not suppose it was in the Bible credited to Sterne, was stolen by him from George Herbert, who translated it from the French of Henry Estienne. *The cup that cheers but not inebriates* was 'conveyed' by Cowper from Bishop Berkley, in his *Siris*. Wordsworth's *The child is father of the man* is traced from him to Milton, and from Milton to Sir Thomas More. *Like angels' visits, few and far between*, is the offspring of Hook: it is not Thomas Campbell's original thought. Old John Norris (1658) used it, and after him Robert Blair, as late as 1745. *There's a gude time coming* is Scott's phrase in *Rob Roy*; and *the almighty dollar* is Washington Irving's happy hit.

THE FOURTH PAGE.—Gobineau, author of a recent work on Central Asia, relates that a learned Persian said to him that he greatly admired European newspapers, especially their fourth page: "Ah," continued he, enthusiastically, "the fourth page can not be thoroughly comprehended, except by a sage! He who invented it was a benefactor of humanity. In a singularly narrow space he has been able to collect the most valuable information: the honorable marriages in fortunate families; the houses on sale or to be let; the best articles of use; the most wonderful inventions; the best books; and, above all, the most precious and venerable medicines." European papers, like many of ours, give the fourth page to advertisements. f.

QUERY 1. In Milton's poem of *Lycidas* we read, in lines 70-72,

"Fame is the spur that the clear spirit doth raise,
(That last infirmity of noble mind)

To scorn delights, and live laborious days."

What is the 'infirmity', and why called the *last* infirmity?

H. L. E.

2. In Tennyson's '*Locksley Hall*', the second couplet reads:

"'T is the place, and all around it, as of old, the curlews call

Dreary gleams about the moorland flying over Locksley Hall."

One edition has a comma after *call*. The meaning of the second line is to me exceedingly obscure. Will some reader help me out by a grammatical analysis of the second line?

H. L. E.

[We shall be glad to have teachers forward queries to this department, as also answers to such as may be furnished. It may thus be made interesting and valuable.]

NOTICES OF BOOKS AND PERIODICALS.

*OBJECT TEACHING has been made a hobby and ridden so much, of late years, into associations and educational gatherings by its advocates, that its mention excites a feeling of disgust with very many teachers. If the aim is to cultivate familiarity with certain names and to enable the pupil, parrot-like, flippantly to repeat, memoriter, what he has been taught, then the instruction is a shallow pretense, words without sense. It is because of a failure on the part of teachers to see any thing in the system deeper than this that it has fallen into disrepute. But when we take a further view, and realize that the mission of all instruction is the development of mind according to the laws of its growth, and that all methods should harmonize with these laws, we can see in any systematic instruction something more than mere verbiage. It is in this latter and larger sense that the author of the book before us has used the term 'object teaching'. Lifting the words above the common application, he has made it to embrace instruction in all branches given in a way to bring it to the comprehension of the pupil and to lead to its practical appropriation by him. These ideas are illustrated by a few lessons and a course of instruction

*OUTLINES OF A SYSTEM OF OBJECT TEACHING. By W. N. Hailman, A.M., Principal of the English and German Academy, Louisville, Ky. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 161 pp.

in two or three studies only; but, with the aid of suggestions given, an ingenious teacher can adopt the plan in any study. In the use of terms the author some times departs from their usual application, but not so as to mislead the careful student. The book may be read with great profit by every teacher. w.

* THIS series of mathematics has stood the test of the school-room, which is the true test in the case of any text-book. If it passes this ordeal successfully, it matters little whether it be praised or not; and if it does not, no amount of eulogy will keep it long before the people. Ray's Mathematics are the favorites with many of our best teachers. But the publishers are not contented with the past, and are continually striving to attain a greater perfection. The Rudiments of Arithmetic meets a want which was felt in our larger cities. The new Algebras are, in our judgment, a great improvement. We would suggest to the publishers that Ray's Third-Part Arithmetic be revised, and made to embrace a little more, thus fitting it for the use of the very large class who do not wish to go through the Higher, and still wish something beyond the Third Part. The Geometry bears evidence of careful preparation, and will doubtless prove popular. The exercises, or questions for solution, original or otherwise, are a good feature.

† ONE great difficulty in the way of interesting the young in the study of Natural History has been the want of suitable books. The larger works, besides being beyond the means of almost all, are too technical and abstruse for the childish mind. It may be questioned whether Mayne Reid has not done more to arouse a love for Natural History in and to diffuse some knowledge of it among youth than the most learned and elaborate treatises. The present work meets this want. It is written in a simple, clear style, free from unnecessary technicalities, and is withal very interesting. We have tried it, by giving it to a little girl ten years of age, who is much delighted with it. We are glad to welcome such books to our families and our schools.

‡ ONE of the best ways of reviewing any study is to lay aside the text-book, and take a series of questions upon the subject and endeavor to answer them. This book contains questions upon Orthography, Reading, Grammar, Arithmetic, Geography, History, Physiology, and the Theory and Practice of Teaching. The questions are suggestive, though not leading, and touch all the difficult points of the various branches. The book will be valuable to any teacher, and of especial value to those who, whether teachers or school-officers, are called upon frequently to examine classes or individuals in their studies.

§ WE have looked through this series of arithmetics with some care, and feel free to say that it gives evidence of careful preparation, by a practical teacher. The series is not so extended as are most, which is a virtue of itself; nor is there an attempt made to embrace in each book all that can possibly be said upon the subject. The development is eminently scientific, the rules are brief, and the problems practical. We commend the books to those desiring a good series of arithmetics. We dislike the word 'normal' as applied in this case. The word is an anomaly in the language, and should be used, it seems to us, very sparingly. We confess to our inability to comprehend in what respect Brooks's *Normal Series* of Mathematics differs from Brooks's *Series of Mathematics*.

|| THE principal feature wherein these books differ from others is that the copies are printed on loose slips, giving the advantage of placing the copy immediately above the line to be written upon. The pupil will not so readily lose sight of the model as if it were at the head of the page, as in ordinary writing-books. This we consider a valuable improvement. The system comprises six books, and is accompanied by full directions regarding the form and analysis of the letters. Errors are pointed out by means of imperfectly-formed letters. The lectures to teachers will be found to contain suggestions of great practical value. w.

* RAY'S MATHEMATICS. Sargent, Wilson & Hinkle, Cincinnati.

† NATURAL HISTORY OF ANIMALS. By Sanborn Tenney and Abby A. Tenney. Illustrated with 500 wood engravings. 256 pp. Charles Scribner & Co., New York.

‡ THE EXAMINER, OR TEACHER'S AID. By Alexander Duncan, A.M. Sargent, Wilson & Hinkle.

§ BROOKS'S NORMAL PRIMARY, NORMAL MENTAL, NORMAL ELEMENTARY, AND NORMAL WRITTEN ARITHMETICS. By Edward Brooks, A.M. Sower, Barnes & Potts, Philadelphia.

|| ROLPH'S NORMAL SYSTEM OF PENMANSHIP. By Hiram Rolph, St. Charles, Ill. Adams, Blackmer & Lyon, Chicago.

* THE SCIENTIFIC AMERICAN comes to us with a new heading, and much enlarged and improved in appearance. It is a paper of great value to all who feel any interest in the great inventions and discoveries of the day; but, aside from those directly interested in Mechanics, etc., we think there is no class of persons to whom it is so valuable as to teachers. We are always sure, if we find a reader of the Scientific American among teachers, that he is a live man, and not a mere routinist. We heartily advise every teacher to subscribe for and read carefully this valuable paper.

To all who love music (and who does not?) the *New-York Musical Gazette* † offers itself. This is a monthly quarto of 12 pages, four of which are music. The design of its publishers is to make the Gazette a popular musical journal, which will be interesting and useful to every one caring anything for music. For the accomplishment of this purpose they have the largest facilities, and we doubt not will accomplish all they propose.

‡ THE AMERICAN EDUCATIONAL MONTHLY for January, just received, is a number of more than ordinary excellence. The Monthly is one of the most valued of our exchanges, and we are glad to learn that its circulation is increasing.

§ THE LITTLE CORPORAL has proved itself to be what its publisher claimed it should be, 'the best Juvenile Periodical in America'. Hear what he says for the present year: "I am determined that it shall keep in advance in many ways. The price shall be lower, the prizes richer, and the matter better, than that of any other first-class juvenile." The Little Corporal is a great favorite with our little folks. Its coming is looked for and its pages eagerly read. We know of no way in which a parent can expend a dollar to better advantage for his children than in subscribing for this paper. It is an educator of no small value.

|| OUR BOYS AND GIRLS.—Among the many candidates for the favor of the young, Olive Optic's new magazine—Our Boys and Girls—stands in the front rank. Its editor is well known as one of the most popular writers for youth, and his new story, just commenced, bids fair to equal in interest any of his previous efforts. It is a good idea to issue this magazine weekly, thus avoiding the tedious waiting that is so annoying to the youthful story-reader. Our little ones pronounce the magazine a most excellent one, and we feel disposed to acquiesce in their decision.

THE first number of the *Brown-School Holiday Budget* is before us. It is a good thing for the 'boys and girls of our class' thus to try their 'prentice hand. It will give an impetus to 'composition-writing' in friend White's school, that will amply repay all trouble, of which there must be considerable. It is not alone children of a larger growth who like to see their names in print. We venture to assert that no one of the contributors to this little sheet will forget, ever, the thrill that passed over him when he first saw his 'article' in print. It is a very finely got up school paper, and does credit to 'S. P. and Tad'.

We have received the first number of the *Little Chief*, published by Dowling & Shortridge, Indianapolis, Ind., at seventy-five cents per year. It is to be a monthly of 16 double-column pages, and is intended for school-children, with a few articles for those of larger growth. Each number is to contain one or more selections for declamation or recitation, a dialogue, and one or two brief articles for teachers, besides stories and the usual variety. The first number appears well, and we trust the publishers will meet with success in their enterprise.

THE January numbers of the *Indiana School Journal*, the *Michigan Teacher*, the *Ohio Educational Monthly*, the *Massachusetts Teacher*, the *Rhode-Island Schoolmaster*, and the *Pennsylvania School Journal*, have been received. We are glad to see our educational journals taking, year by year, positions of more commanding influence. We know of no way in which so much could be done for the cause of education as for every teacher to become a subscriber to and reader of, first his own state educational journal, and then of some one or more of those from abroad.

HON. GEORGE W. HOSS, Superintendent of Public Instruction for Indiana, will please accept our thanks for a copy of his able Report.

* Munn & Co., No. 37 Park Row, New-York City. \$3.00 per annum. Weekly.

† Mason Brothers, 596 Broadway, New York.

‡ J. W. Schermerhorn & Co., 430 Broome Street, New York. \$1.50 per annum.

§ Published monthly by Alfred L. Sewell, Chicago, Ill. \$1.00 per year.

|| Lee & Shepard, 149 Washington St., Boston. \$2.00 a year.

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R E F O R M S C H O O L S . *

MR. PRESIDENT, LADIES, AND GENTLEMEN:—Reformatory work has, for the past few years of my life, required much of my attention, but Reformatory Addresses none. Consequently, it is with some reluctance that I attempt to-day to address you upon the subject. In doing so, I wish first to call your attention to means of reformation, which may be exerted in every community, to a greater or less degree, and in which, as teachers, you may help to save a child from reformatory life.

Newsboys, peddlers, bootblacks, begging, truancy, street-loafing, etc., etc., ought to be forbidden and stopped. The occupations named here can be better carried on by older persons, who have in some way been disabled from active life, and can only engage in some light work in order to earn a livelihood. Young children should not be tempted with the associations which necessarily surround them in such occupations; and but few thus tempted are able to resist without falling before they reach manhood. A. Thompson, Esq., Chairman of the Aberdeen County Prison Board in Scotland, in speaking of a ten-years' experience in Industrial Schools, says, "We found the streets of Aberdeen infested by little vagrants and beggars, ready to commit all sorts of annoying depredations. We availed ourselves of a local act of Parliament, by which begging and vagrancy were made punishable by the magistrates. Accordingly, orders were given, on a certain day in 1845, to the police to capture every little vagrant boy or girl found in the streets. Seventy-five, unaccustomed to any kind of restraint, were collected together in two hours. When they were dismissed in the evening, they were informed that they might return the next day or not, just as they pleased; but if they did not come back, they would not be allowed to beg in the streets. Nearly all returned to school the next day, and the system has been pursued from that day to this."

"When we began this system," says Mr. Thompson, "there were in Aberdeen 250 children known to the police as beggars and petty thieves. For the last seven or eight years scarcely one has been seen. The race of juvenile beggars is almost completely extirpated. This first move certainly cleared the streets of one part of the juvenile delinquents, but neither the worst nor the most dangerous class. Those caught on the second occasion were manifestly training up to fill our prison-cells: and what are the results as to them? The average number of boys and girls in the schools last described is generally about 100; and of 171 who have passed through our hands not one individual has been taken up by the police for any offense, great or small. Another fact: We were much annoyed in the County of Aberdeen by the number of juvenile vagrants who came out from the city. In 1845 62 little children were apprehended by the police who were traveling through the country alone, stealing or begging on their own account. In 1846 the number was reduced to 14, in

* An Address delivered before the Illinois State Teachers' Association, at Jacksonville, Dec. 26th, 1866. By G. W. PERKINS, Principal of the Chicago Reform School.

1847 to 6, in 1849 to 1, and in 1850 we had 2; so that by our system we have pretty thoroughly disposed of that class of offenders."

"There is another test," says Mr. Thompson. "In 1841 (the year before the schools were opened in Aberdeen) the juvenile commitments to prison amounted to 61; in 1850 the number was reduced to 14. But another fact is, that, while in 1841 there were 61 juvenile commitments to prison, in 1842 the number was reduced to 30; while in 1843, being obliged to close the schools part of the year for wants of funds, the number rose again to 63."

In view of facts like these, and many others which might be produced, we urge that a stronger effort for educating *all* children should be made by the state. Schools of work and study combined should be established, and children compelled to attend. Thus the poor may be both assisted and educated.

A prisoner once made this statement to a visitor: "I have been told a thousand times to go and get work, but it was never said to me during 20 years 'I'll give you work'; hence I have cost the country £2000, and I expect to cost a great deal more yet. I was sent to jail for two months, when a boy, for stealing bread, and no one cared for me. I tramped, sore-footed, thousands of miles when I was a lad, in order to find honest employment, but did not succeed. I was tempted to steal, and stole: I was imprisoned: I have learned the trade of a professional thief, and now I intend to follow it. I believe all philanthropy to be a mockery, and religion to be a delusion: I care for neither God nor man. The jail, state's-prison, or gallows, are all the same to me." Such, or something like this, is the experience of many who in early youth were neglected by both parental and state authority.

There can be no doubt in the minds of those conversant with juvenile depravity that the legislation or benevolence that shall furnish employment and schooling, both, to the classes needing them, will be equally wise with the provisions which are now, or may be, made for juvenile reformation. The system adopted by our public schools of suspending or expelling a child from school after a certain number of absences may be, and probably is, the best means that can be adopted to secure prompt attendance and make the work of the teacher effective; yet, from the fact that many parents do not take sufficient interest in the education of their children to trouble themselves about obtaining permission for their return, the very ones are shut out that most need instruction. Schools where three or four hours were devoted to study and the remaining portion of the time to some department of labor that would furnish the child with about the same amount of remuneration that he now receives from his avocations plied in the streets, would, we believe, be received with favor by many of the poorer classes, and, besides furnishing them with two of the best of blessings for the use of this life,—viz., an education and a trade,—would be one of the most powerful checks that could be used in preventing juvenile crime. Crime is winked at in the young by officials and the community generally. There is something in the childhood appeal that leads many to overlook the most serious offenses, so that an officer or citizen will reprimand a child for some serious misdemeanor and let him go, when perhaps the same process has been repeated in several different instances by other parties. Boys have been known to steal from their employers through several different situations, and each time only be reprimanded and dismissed. While I would not urge an undue severity in these cases, yet I would urge a much closer investigation of the character and disposition of the child before acting entirely upon the impulses of sympathy and benevolence. No act of charity can exceed in its influences one where the life and surroundings of a child shall be, when occasion demands it, carefully and thoroughly investigated, and the child placed, if needed, under proper influences and restraints.

Railroad companies should stop carrying juveniles on their trains. There is nothing, perhaps, that renders any greater assistance to juvenile crime than this. Boys are frequently transported from one section of the country to another, and a smart, active boy will almost always succeed in reaching whatever point he may desire. Good families, well able to train and take care of their children, are frequently thus deprived of any knowledge of their child until they hear from him after months, perhaps years, of anxiety, when only the deepest distress or disgrace has led him to again seek home's protecting care.

Frequently, by the officers of the road or of trains, children are passed, through the very kindness of the heart which the childish tale of sorrow

awakens; but too frequently these tales are only manufactured for the occasion. More frequently, perhaps, children manage to secrete themselves upon trains, and by one device after another reach the point desired. We believe a child should never be allowed upon a train unaccompanied, unless it has been first ascertained, upon good authority, that the child ought to and will be really aided in the right by proceeding on its journey. A little girl left Chicago in this way a short time ago, and went to a neighboring state; was there arrested and sent to a reformatory; soon after escaped from there, worked her way back to Chicago, where, soon after her arrival, she was arrested for misdemeanors and sent to our institution. Something of a similar history might be written of many a child, who, for some peculiar reason, has become possessed with a desire to try some other place than home.

Our law permitting societies promiscuously to bind out children in this state, from other states, should be repealed. Where associations or schools, after a proper knowledge of the children and their characters, choose to bring companies of them to the West and provide them with good homes, then look after them in those homes to see that they do well and are well cared for, every proper facility ought to be afforded them; but to promiscuously flood our state with children whose characters are depraved, whose associations have been bad, only to remain for a short time in the homes where they have been placed, leaving them in the West with but little if any further care, is a detriment and injustice to the communities where they are placed, and not unfrequently proves a burden of care and expense to the places that receive them, both morally and financially.

Children should, if possible, be protected against the avariciousness of parents. With many, especially of our foreign population, the good qualities of a child consist in its ability to earn money for the parents: almost every other consideration is sacrificed to the wish that the child should be earning something. More especially is this the case where the parents are intemperate or indolent. There is every reason to believe that we have by far too many cases among us where parents, to avoid crimes which, if they were detected in, would incur long terms of imprisonment, train their children to them, thinking that, if detected, little or nothing will be done with so youthful an offender. A young lad sent to us at one time for serious misdemeanors was, after a stay of about a year and a half in the school, returned home upon a ticket of leave which required him to report to us once a month. His ticket was granted with the understanding that his parents were to bind him out to the machinist's trade for three years, a price being agreed upon that the boy was to receive each year. For a while the ticket was responded to very promptly; then nothing was heard of him or his parents. One day, passing to the cars, I met the boy standing in the door of a saloon, where I found his parents had placed him, because they could obtain fifty cents more per week for his services. The place was surrounded by the worst of associations, and the boy under almost every kind of influence for wrong. I took the boy back to the school with me, and a few days afterward the mother came to the school and, falling down upon her knees, begged of me not to *disgrace* the family any longer by keeping her boy in the institution.

Several years ago a little fellow came under my notice in the city who was more than usually prepossessing in his manners. His father set him, when very young, to peddling matches, with the instructions that if he brought home fifty cents per day he could do as he chose: this was the only requirement made of him, morally or otherwise. The boy soon learned to return his fifty cents a day and have plenty of spending-money besides. His inclination to theft and wrong grew as he grew in years. Though he had stolen from different parties a number of times, yet he was never arrested until he became quite a lad, when, for a quite serious crime, he was sent to the Reform School. Spending some two years there, and doing remarkably well in the school, he was finally sent out to work at a trade he had learned in the institution. He was watched over with a great deal of care, and for about a year and a half did well, working steadily at his trade, and winning the confidence of his employer and friends around him, when, during the winter season, work became dull, and he could not for a while obtain employment. His father had died, and he was striving to support a mother and sister. Then came the hour of temptation,—out of money and out of employment. He committed burglary

and was sent to state's-prison. All the training of a very early childhood, with its habits so thoroughly formed, could not be resisted, and he fell. Every impulse of that young man's nature is good. He loves kind, noble deeds; but who can say how sore the trials of temptation have been, and may yet be, to one who, through the avarice of his parents, has had every impulse of life connected with wrong. Grace may hereafter restrain him: but can any amount of religious, moral or industrial training root out the lessons of childhood?

Let me illustrate this point once more. Nearly a year ago we discharged a little fellow from our school who, for a long time, had done well in the school, and had every prospect of doing well out of it. His parents proved, to the satisfaction of the board, their ability to provide for and take care of the child. He was returned to his home, and I believe is still doing well; but one Thanksgiving-Day, as the boys were sitting down to their Thanksgiving dinner, a little fellow was brought to the school for our care for being a beggar, and, it was claimed, supporting his family under his peculiar system of begging. Upon a little questioning, I found him to be a younger and only brother of the boy we had dismissed. His parents, no longer able to use the older one as they once had, began to instill into the life of the younger one such a training as only surely tends to idleness and crime. Certainly the child has it rights which need the protection of the law as well as the adult; and what needs more careful protection in child-life than its moral character?

Many children need looking after and caring for before they become of age to be placed under reformatory training. It is surprising how perfectly indifferent some parents are to the care of their children, and still more surprising that, with the influences that surround them, there is a single good trait of character left in the child. Our youngest inmates are some times the most depraved. Some time ago, when our school was conducted on the congregated plan, we divided our smallest boys from the largest, under the theory that they would be likely to be corrupted by the older and more hardened in crime; but we found that some of our very smallest inmates knew more of vice in all its forms than any of the rest.

I met a little fellow on the street-cars, a few Sabbaths ago, who wore short dresses and had hardly learned to speak plain, who, on becoming offended at something his mother did, swore at her terribly. She excused the matter by saying that he heard boys swear in the street, and did not know what such words meant. Will not the character of such a child be well established before he becomes of lawful age to be received into a reformatory?

In the carrying-out, so far as may be in your power, of these points and many others which may suggest themselves to your minds, much, very much, may be done toward improving the condition of our juvenile population, and which will often be blessed to turning the life of a child away from the need of reform-school training. Yet, with all the precautions that may be thrown around our young, reformatories can not be dispensed with, unless by acting under the policy of a Roman Emperor, who, in order to relieve himself of a troublesome army of poor and vicious, had a large number of them summarily drowned.

Reform Schools, Houses of Correction, or Houses of Refuge, all intending to accomplish one and the same object, may be divided into two classes—the congregated, and the family or separated system. Some of our congregated schools are conducted in almost every respect as juvenile prisons. In some, boys are sent under short sentences and kept under full prison discipline; other institutions have prison buildings and cells, with some relaxing from prison rules; while others, though occupying such buildings and surroundings, have a close sympathy and heartfelt interest in the boys' welfare and improvement. Then, on the other hand, we have the family or separating system, where prison restraints are, so far as may be, dispensed with, and all reasonable home comforts provided. More of an individual influence and more of parental restraint is thus brought to bear upon the child than can well be in the congregated plan. These families, in Germany and France, are some times divided as small as twelve each, with seven persons employed to every forty boys, etc., while in this country they range all the way from twenty-five to fifty in a family, with from one to three or four persons employed in their care. The German institutions are, many of them, small in numbers,

and frequently established and supported by private charities. In fact, the reformatory work of Germany seems to be, to a very great extent, connected with its Home Mission enterprises. Out of eighty schools, nine were founded by clergymen, six by little groups of clerical friends, twenty at pastoral conferences, six by landlords, two by peasants, one by a teacher, one by an association of ladies, nine by societies for inner missions, and twenty-one by societies for the rescue of outcast children. It might be well if in our country examples like these were frequently followed, especially in small communities. Our city and state institutions, while they are supported by taxation, need all the sympathy and missionary effort that is usually bestowed upon benevolent enterprises. In our institution at Chicago we are marking out a plan a little different from any yet adopted in this country: the school being really a village, surrounded with family groups, the boys all mingling together in workshops and school. Thus they have all the individual care and attention which can be thrown around a family of boys, and also learn to meet in their own character all the ordinary temptations and trials which they must meet when they go out into the world for themselves. We are projecting our present plans after a careful study and knowledge of all the institutions in this country, and the future alone can tell in its results how thoroughly in our arrangements we shall accomplish that reformation which all schools of this kind so much desire. It is not necessary for me, on this occasion, to trespass further upon your time in reference to the Chicago Reform School than simply to call your attention to what we think an advanced step in the practical arrangement of a reformatory.

The reform school should be emphatically a place of industry. Every moment of the child needs to be usefully employed. While all other teachings and influences which are here exerted for good can not be overestimated, yet, unless with them are thoroughly cultivated industrious habits, they seem to fail. But the child taught to industriously employ heart and hand in some good work has one of the best incentives to protect him from temptation and wrong. While the growing child should not be overtaxed with hard labor, yet in such employments, studies, and recreations, as are best suited to his capacities, every moment should be systematically employed to the best advantage.

A reform school should, without a useless display of power, be under proper restraining surroundings, but never entirely open and free. I know it has been urged by some that moral suasion alone would reform a company of juveniles as versed and hardened in crime as we often have to receive, and I would be as glad as any one to adopt such a system; but that a child whose whole life and associations have been bad should submit to the correction and restraint which are necessary for his reformation, and always love the institution which must enforce it, without ever feeling that he would get away from such discipline at times, if he could, is simply absurd. He may be strongly attached to those who have control over him, and ordinarily be contented and happy; yet there will be times when the evil which is being rooted out will obtain the mastery, and just when, perhaps, in his case the most good is to be accomplished, he is wanting in his response. Such seems to me to be the history, both in this country and others, of all efforts conducted exclusively upon the moral-suasion system.

As a rather new measure in reformatory working, our Boston friends are urging the taking of bad boys immediately upon their conviction and binding them out to suitable families for a term of years, paying the families the same amount for taking care of the child that it would cost to sustain him in a reformatory. All that has been said in reference to societies' binding out children promiscuously will apply equally well here. Besides, as is not unfrequently the case, if a family who possess all the ordinary abilities for training a child fail with one of their own, when they have all the advantage of parental affection, it is hardly to be supposed that another family, without the force of that parental love, and with no better means of restraint, will succeed any better in holding and training him. Such children as are most frequently received into these institutions need the *restraining* influences which shall first teach them that they must comply with the demands made upon them for their reformation. Yet, in our reformatories there should be the fullest confidence and trust between officers and children; and that reformation is only partial in its workings which fails to use the exercise of this power to its full-

est extent. While such a class of youth can not be left to their word of honor under all circumstances, yet frequently there are times when portions, or even all, of them may be trusted away from the premises, or in other responsible ways; and the very fact of such confidence and trust being reposed goes far toward establishing such confidential relations between superintendent and children as can scarcely be reached in any other way. Frequently, in seven years' experience in reformatory work, have we practically illustrated this point,—at times with portions, and at other times with the whole of our school, and have never yet had occasion to regret so doing.

A reformatory, in all its workings and surroundings, should be homelike, pleasant, and attractive, and so arranged as constantly to instill into the minds of its inmates all that is beautiful, good, and elevating, while there is constantly being abstracted from the mind that which has been unsightly and degrading. In fact, reformation may be said to a very great extent to consist in having the mind drink in and learn to love influences, associations and actions that are good, and which are to take the place of those that are exactly the reverse. Such reformation convinces the will and firmly establishes character. A change can scarcely be greater than the removing of some children from the influences which have been all their lives about them to the reformatory, where they are introduced for the first time to the opportunities of learning and loving something good.

It is argued by some that it matters not so much what the surroundings of the children are, so long as proper discipline and instruction are maintained. But not so. Our schools can not have too much of that which tends to elevate the taste and character. Not that extravagance should be indulged in, for in this even a greater injury might be done to the childish mind; but with plainness and neatness should be associated every other influence that will tend to elevate. Convinced of this, we rely much upon music and flowers. Our boys are taught music, vocal and instrumental, until in either way they can and do enliven some portion of every day with its elevating influences. Our floral department is also made one of the work departments of our institution, bringing a source of revenue to the school, and enabling us in the summer months to surround our boys with their beauty and fragrance.

There seems to have been a growing inclination in all communities, during the past few years, that a reformatory, if established at all, must be a farm,—many almost believing that a boy once on a farm is nearly, if not quite, reformed. I would not say one word against farming, and believe its qualities can not be too highly estimated; in fact, had I had my choice, when a lad, I would have been a farmer myself; but I believe it is not in all cases the best employment for reformatory institutions. Where boys come from farming districts, and are in a measure accustomed to farm life, undoubtedly a farm-school would be the best for them: in fact, every school ought to have ground enough to employ a portion of its inmates at this kind of work. But boys from cities and towns seldom follow farm life, and would be better fitted for usefulness by learning some trade which their inclinations would lead them to follow. Consequently, a reformatory, generally speaking, had better be located near some good commercial point, where work can be readily obtained for the inmates. Out of 440 inmates discharged from a European institution during a period of 30 years, after being specially trained to agricultural pursuits, but very few followed farm life,—entirely contrary to the design and efforts of the school. In the famous Mettray School, out of 200 pupils sent from *towns*, only 9 followed agricultural pursuits. Thus we see that the child naturally returns to the class of active life which he has for a time left, and certainly will be more apt to succeed if so taught in industry that he can readily find that employment to which he is adapted.

In conclusion permit me to say, that, while all reformatories are capable of being still further developed in their management and usefulness, yet in their system, regularity of operations, and industry, in their turning of a child from every thing that is unstable to every thing that is of stability, they all accomplish much of good. They accomplish good by their very discipline. Add to these the moral and religious training which their inmates receive, and the results are still better. While each institution may have its own peculiarities and theories of working, yet it is gratifying to every earnest worker in this special field of benevolence to know that each do receive, from many of their

former inmates, pleasing returns of thankfulness for care and instruction bestowed. It is estimated that the average reformation in all institutions is about three-fourths of all inmates committed.

My friends, the whole work is a labor of love, and in many places the harvest is ready, but laborers well adapted to the field are few. It is well worthy the attention of an association of individuals who are so intimately connected with child-life to learn well how best to succeed with the most vicious and depraved. If, in making these suggestions, I have succeeded in awakening a renewed interest in and thought upon reformatory work, which shall result in a closer sympathy with every thing that shall affect for good the life of a class who are in many ways much more sinned against than sinning, the object of the speaker will have been accomplished.

COMMERCIAL COLLEGES.

It is a much-vexed question, in arranging a course of comprehensive study, How much shall be given to mental discipline exclusively, and how much to the acquisition of positive information? How much shall be given to science, and how much to art? One teacher insists that mental discipline is the only object of school-room study, and that the art of thinking is the only art to be acquired in the schools. Others are for cramming the mind with information, and measure a pupil's progress by the surface over which he can be made to spread himself. Others still are trying to combine discipline with the acquisition of useful knowledge,—directing all study to mental discipline, but seeking to gain that discipline from studies which give available, not useless knowledge. In the latter class we find most of our best American educators.

But there is a loud outcry in certain quarters for *practical* education. It is a pretty well established fact that most so-called practical men are among the most chimerical and visionary of mortals. Our recent war called out scores of such practical military men, whose only idea of fighting was marching straight on. Most of those who clamor for *practical* education mean "Give us short cuts into every profession, so that boys can sooner start in business for themselves." And, in answer to this popular demand, we find that the colleges of the West lower their standard of admission, shorten their courses, and even then fail to attract many who are intending to enter upon the learned professions. And responsive to this demand, although doing not a little to foster it, have arisen and still arise in swarms Commercial Colleges. Their circulars burden the mails; their owners seem to thrive; pupils certainly are attracted to them in great numbers. But, despite their success, despite the able men connected with some of them, and the undoubted success of many of their pupils, they are, as a whole, the

greatest educational humbug of the present day, and deserve severe censure for their false pretenses.

The first false pretense is that there is a scarcity of book-keepers and accountants, and that lucrative places are waiting for all who may come to these schools. A promise of assistance in procuring situations, some times really equivalent to a pledge to obtain a place, is upon many of their circulars, and the bait takes with many. One college gives letters from its graduates in the various government offices, implying that they were helped into their positions by college favor. Now any man who imagines that qualification enters largely into the decision when offices are to be given must belong to a period back of Gen. Jackson's time. These government clerks got their positions by political favor, or through influential friends, as other office-holders do. Village postmasters are just as likely to be appointed for their qualifications as government clerks. And there is a surplus of young men wanting places in all our cities. Some of our city merchants are so annoyed by the constant stream of 'Commercial' aspirants, that they utterly refuse to hear a word from any of them, and seek out a man, if they need help, who has not got the conceit in his head that he knows all about business before he begins.

The second pretense is that every thing about these schools is vastly superior to that which other schools possess. Not only do they profess to teach Book-keeping and Business Arithmetic better, and in less time, than any other school, but some claim to teach Composition, Grammar, Spelling, Geography, and common sense and business tact, more thoroughly than can be done any where else. Now, granting that the teachers in these schools are all that they claim to be,—no small grant,—we who have taught school demur. Considering that these schools invite pupils of all ages and qualifications, are very careful to make no conditions of admission which will exclude the veriest ignoramus in our land, send out 'Scholarships' to any one who will send on the money, and do actually receive scores of pupils who do not know the multiplication-table and who always subscribe themselves with a little *i*, we demur. If for no other reason, we quote the jockey's one reason why his nag could not make his mile in 2:40,—“The distance is too great for the time.”

Before me is the circular of a college which claims a high antiquity, has graduated 15,000 pupils and every one an accomplished accountant. It generously opens its doors to all over 13 and under 50, with a proviso for special cases outside these limits. In ten weeks, on an average, it promises to put its pupils through a complete course of Book-keeping, Penmanship, and Business Arithmetic, requiring ten dollars' worth of books and blanks; to take them through an actual business course in several departments, concluding with banking; besides attending a course of business lectures. Truly, “if it be done

and well done, it were well to be at the doing." But it will hardly make our teachers who know the necessity of drill, and repetition, and frequent review, to make even a feeble impression on the average mind, believe that this teaching is so far superior to their own as to discourage their modest efforts. One college, which claims a thousand graduates yearly, and which has no class-system, lays great stress upon the personal attention bestowed by the accomplished principal upon the letters of the pupils. Dividing the working hours of a full school-year by 1000, it will readily appear that the time bestowed upon each will hardly warrant so great a flourish of trumpets.

The style of advertising these schools is reprehensible. Claiming to be on a level with our best training-schools, they advertise like quack doctors. Their circulars, embellished with pictures of their teachers and their recitation-rooms, and their string of puffs from grateful pupils or disinterested editors, read surprisingly like the patent-medicine bills. The excellences of Drake's Plantation Bitters are rivaled by the excellences of these colleges, on paper. None of them ever have a dolt or a blockhead among their pupils. Their colleges are all magnificent. One stately building adorned the columns of Leslie's Pictorial, without a hint that it was not erected. Of late there seems to be a little rivalry among the institutions, and each, like the Townsends of Sarsaparilla fame, claims to be 'the original Jacob'. Each has some wonderful 'Professor of Penmanship', undoubtedly the best penman in the United States, and, of course, all his pupils will be his equals. Each school has its corps of grateful graduates, who pronounce it 'the best on the continent'. A merchant in a petty country-village writes that "your college is bound to succeed: it has no equal, it need fear no rival." In plain English, the man was educated in this school. How does he know all the schools of the country.

One mischief is incidental to the location of the colleges and the want of class-system. Many of them are in large cities, and allure to the city young men who may study much or little, as they please, and are left free to pick up bad habits. The 'chain of colleges', by which system a pupil can run from city to city, spend as much or as little time as he will, and go elsewhere to continue the same nominal connection, seems likely to increase this evil.

The continual slurs cast upon other schools by commercial-college circulars do not directly affect their interests. But if the public are ever persuaded, by them or by any other means, that 'cross cuts' into business are the best, and that any thing can be substituted for hard work and thorough drill; if boys imbibe the notion that they can be thoroughly qualified to succeed in business without long, patient and earnest labor, there will be mischief done.

The commercial college has its legitimate place. As a training-school for pupils who are already well grounded in elements, and wish prac-

tice under *masters* in their respective sciences, it can do a good work, and in its place should be welcomed. But when it professes to do the work of years in as many weeks, when it places itself above the common school as a means of elementary instruction, and urges pupils to enter it who can not profit by it, and holds out deceptive inducements to bring in the unwary, it deserves condemnation and rebuke. Y. S. D.

M A R K I N G .

IN our High Schools, and in most of the classes in our Grammar Schools, the rank of each pupil is kept by means of checks and credit, or marks for conduct and recitations; and in estimating rank, it is usual to combine the marks for scholarship with the marks for deportment. There are several objections to the system, as at present managed.

1. To mark for each recitation is a great tax on the time and attention of the teacher, and diminishes, to a considerable extent, his direct teaching power. So far as the teacher becomes a mere hearer of recitations, so far this objection ceases to hold good.

2. The difficulty of discriminating with sufficient accuracy to do justice to the pupils.

3. The tendency of the system to make scholars superficial, as the reward or rank is bestowed for passing the recitation, and not for what is treasured up and retained.

4. It is a perpetual temptation to practice deception, and it is probable that a very large proportion of pupils yield to the temptation sooner or later.

5. Conduct and scholarship are things totally unlike; and to add together the marks indicating these two distinct classes of merit to determine the sum-total of the merit of a pupil is a proceeding as irrational as that of adding the numbers representing the weight and height of a pupil to ascertain the cubical measure of his corporeal figure.

Boston School Report, 1866.

THE author suggests, as a remedy for the evils complained of, that the rank of pupils be determined 'by a series of *examinations* at regular and not very distant periods'. He says "If you examine a class thoroughly once a month, ranking the members according to the result, and then bestow the honors at the end of the year according to the results of the final examination, or according to the combined results of all the trials, it is evident that the medals would be more likely to go to the best scholars than they are on the present system."

I think the objections are worthy of careful consideration by every teacher who keeps a record of recitations. The first four seem to be well taken. The fifth is not so satisfactory. It is true that 'conduct and scholarship are things totally unlike'. But is n't correct deportment as essential as good scholarship, in order that a pupil may stand at the head of his school? If our schools are to ignore the conduct of their pupils, then the objection is a valid one. If a pupil is vicious, he ought not to be ranked at the head. It is undoubtedly well to make a scholarship and deportment average for each pupil, so that it can be

seen at once what is the pupil's standing in either. But the rank should be determined from the sum of these.

Again: Will the remedy proposed correct the evils complained of? Is the teacher less liable to make mistakes when he marks a pupil once a month than when he marks every day? I think not. It is true that if you make the examination by written questions you can take your time to decide upon the value of the answers. But the same things that prevent the teacher from forming a correct judgment in the first case must be considered in the last. Many pupils can not express themselves readily with a pen, and therefore will fail on a written examination. Others will be confused by oral questions, but will write fluently on the same topics. It will be impossible for the teacher to make allowance for these differences.

Again: When the pupil is marked at each recitation, his monthly average seems to correct any errors of judgment on the part of his teacher. The mark for one day may be too low; but is there any reason to infer that the mark for the second day will not be too high? Thus it will be found that the monthly summary will be very apt to indicate his correct standing.

Will not other teachers give their ideas on this subject through the Teacher.

E. A. G.

Decatur.

A TEACHER'S THOUGHTS.

FIVE minutes of nine: the bell rings, and here, in double file, they come. Faces flushed by the keen December wind, and eyes bright with the excitement of play. Up the stairs with springing steps, and on through the halls, until one after another is lost from sight in their respective rooms,—and *still* they come! Four hundred boys and girls! What powers for good or evil! What capacity for joy and sorrow! What will their future lives be? In what paths will they walk in the years that are coming?

As these questions arise, our thoughts go out to the broad western lands that yet remain to be possessed, and we think that some of these boys may be called there to open farms, build up cities, and lay out railroads, and, mayhap, to open up the mines of mineral wealth with which our country so abounds; and some, too, must remain in our midst to stand, after a while, in the places of our business men, while others may serve the interests of humanity as well in the walks of a professional life. But, be this as it may, each one of them must be the centre of an influence widening with the years and extending beyond

time; and in the future of each lies a life-work to be done. Shall he be instructed to do it well?

How many hearts have their best hopes centred in these young creatures now passing before us with their bright faces and care-free minds! Father, in the shop or the mill, in the store or the office, toils cheerfully on as he thinks of his boys and girls now in school, and looks forward to the time when he shall see them useful and happy men and women; and mother is patiently going from one household task to another, comforting herself, as she grows weary of the endless making and mending and picking-up and putting-away, with the thought of the time when around her shall be tall sons and fair daughters making glad her heart. Grandma, busy with her knitting-needles, is thinking of the children, too. She remembers the time when her own little ones walked miles across the fields and through the woods to the old log school-house, where they learned to read, write and cipher; and, as she contrasts this with the advantages of *these* days, she expects great things of Johnny, Mary, and the others. If any of these bright hopes are blasted, if any of these children go out into the world with broken health, with ill-developed minds, or hearts distorted by evil passions, shall any of the sin lie at *our* door?

But they are all gone now, and we must go too. As we enter the open door, our work for the day lies spread out before us. We have been told that it is *clean* work. Yea, verily, if we do it well. A.

TRAINING AND TEACHING.

"TRAIN up a child in the way he should go, and when he is old he will not depart from it."

THERE are three kinds of pedagogues employed as instructors of youth, each of which might claim to be the special exponents of that system of education which will be illustrated from youth to age.

1st. We have the Book Teacher,—one who relies implicitly upon the text-book as the only means of imparting knowledge. For such persons the questions in text-books are expressly made. They accept the text as it is presented, without thought, and the questions are asked without reflection. Pupils are expected to answer in the language of the author, and any deviation from the words of the book is considered an evidence of inattention and neglect. Memory seems to be the only faculty worth cultivating, and even that is overburdened by the injudiciousness of its exercise. Such pedagogues do not teach, although they may hear classes and keep school. The instruction their

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pupils receive is from the books, and for all purposes of training they might as well be without their so-called teacher.

2d. We find a class of persons who are Talkers: they think talking is teaching. Being gifted with great loquacity, their efforts cost them no labor; they talk because they love the exercise, and imagine that talking is the perfection of the art of instruction. It is easier for such teachers to tell their pupils all they wish them to learn than to have them acquire knowledge from books or even memorize lessons. Oral instruction is the special admiration of the children, who would greatly prefer to be passive recipients than engage in the real labor of learning and thinking for themselves. Juvenile lectures may be vastly entertaining, but they are of little advantage in that system of instruction whose object it is to train up a child in the way he should go.

3d. The real teacher is a Trainer,—one who, by judicious discipline, teaches the pupil to see and think and know for himself; who only uses books as helps, and is sparing of his words unless they are absolutely necessary to develop thought in the pupil. He trains best who, with the least expenditure of words, secures the most diligent application and the most intense interest in the subjects of study. To study diligently is a great art: to apply the mind at will to the investigation of any subject and hold it there implies a mastery over the mental powers that indicates the highest and best training. Such discipline is invaluable, and can only be attained when the teacher is a master of his profession.

If we would 'train up a child in the way he should go', we must exercise all his faculties: we must teach him how to study, how to use the powers of his mind that he may be independent; we must study the laws of mind, and not seek to substitute our minds for his. B.

WHAT OF THY WORK?

WHAT of thy work, O sculptor?

Art working with steady hand?
Thou carvest thy letters in marble,
Not on the fleeting sand.

The glory of summer is passing:
Reaper! the autumn will come.
Hast fearlessly thrust in thy sickle?
Art gath'ring thy harvest home?

What of thy work, pale gleaner
Of grain which the reaper leaves?
Art patiently culling the scattered ears
And binding the scanty sheaves?

What of thy work, O teacher?
Art striving with earnest will?
Not less hast thou than the reaper
A mission to fulfill.

Thy work is enduring as marble.
God grant thee a purpose true,
That no false stroke may blemish
The beautiful work thou 'dst do;

For soon will the 'term' be ended,
And soon the long year close,
Soon will this golden harvest
Give place to the winter's snows.

We shall have a 'long vacation',
A final 'close of school':
A year will begin in which never
Shall enter 'report' or 'rule'.

What of this life of teaching
Will the final 'abstract' be?
What has the Angel of Record
Sealed for Eternity?

c.

PRIMARY SCHOOLS.

THERE is no portion of community that ought to excite the solicitude and become the object of the tender care of every well-wisher of his race more than the little children in the primary schools. Their condition is such, in fact, as to demand his attention. In most graded schools they are crowded together in the lower portions of the building, kept confined in the damp rooms, six hours in a day, during ten months in a year, with impure air, little or no sunshine, often instructed by the poorest of teachers, and turned out at the recesses with the whole herd of larger children, to endure their harshness and learn all their wickedness.

It would be far better, for them and for their teachers, that they should not occupy the same building with the pupils in more advanced classes. They need different accommodations, different hours of study and play, and in many respects a different plan of instruction. It is important, too, that they be brought into school younger than they now are, especially in cities and crowded neighborhoods, where they often get their first indelible lessons in the street.

There are thousands of children in our state whose parents are in all respects unfit to be their instructors. The earlier such are placed

under the care of a good school and faithful, loving teachers, the better it will be for them and for society. They will thus be withdrawn, in a good measure, from the corrupting influences under which they will be sure to come, and from the evils arising from parental neglect or parental example, before their moral nature has become so tainted by actual sin as to neutralize much of the instruction they may afterward receive.

These schools ought to be located as near as possible to the homes of the children, to secure their regular attendance and to relieve the anxiety of their parents for their safety on the way. All the arrangements of such schools need to be different from what can be secured in the large buildings. They should have school-rooms, light, airy, and cheerful, large enough for the convenient management of the classes; play-grounds, properly inclosed, adorned with trees and flowers, and so provided with safe and proper apparatus for the amusement of the children that they shall become even more important than the school-rooms, as the means of their physical and moral improvement, and the place where their manners and personal habits can be better trained than elsewhere.

These things require for their best attainment the erection of smaller houses in the midst of the homes of the children, each under the care of two teachers, fitted up with those cheap and simple provisions which shall beautify and bless their young lives, proving a corrective of many evils, and helping on toward a better and higher civilization than has yet blessed our world.

To teach such schools; to regulate the hours of study and play so as to give variety, vivacity and interest to all of the exercises, without overexciting the nervous system or overtaking any faculty of mind or body; to train boys and girls to mild dispositions, to graceful and respectful manners, and unquestioning obedience; to preserve and quicken a tenderness and sensibility of conscience, as the instinctive monitor of the approach of wrong; to cultivate the senses to habits of quick and accurate observation and discrimination; to teach the use of the voice, and of simple, ready and correct language; to cultivate the intellectual faculties by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects;—to do all these things, and more, requires in the teacher a rare union of qualities found in scarce one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, in whose own hearts love, hope, and patience, have first kept school, and whose laps seem always full of the blossoms of knowledge to be showered on the heads and hearts of infancy and childhood.

This class of instructors as they are, I know from much observation, is a hope and a promise of blessing to our land and race. A writer of their own sex thus speaks of them. Contrasting them with the young

ladies of Virginia, she says "But how is it with the Yankee girl? She is a cheery, radiant, helpful little body. She can turn old things upside down and inside out till they are almost as good as new. She has a thorough English education at least,—perhaps more. The liquid Latin, the vivacious French, which she studied at the old Academy, have given a softness to her speech, a fullness to her range of words, a perspicuity to her thought, which enables her to express herself with ease, if not with elegance, on all the subjects she has mastered. She knows nothing in a jumbled, muddled way: her stores of knowledge are all distinct, and available. Having made them perfectly her own, she has a tact in imparting them to others which is quite wonderful. Great circumstances would rouse her to great devotion and heroism, and even along the dull levels of daily labor she causes a contagious enthusiasm which inspires and exalts the lowliest toil. It is because she is ambitious and earnest, because her powers have a purpose and her life an object, which fills all her hours with healthful activity, that she is just the independent, self-reliant, useful creature that she is."

The earlier we can establish in every populous district primary schools under teachers whose hearts are made strong by deep religious principle, who have faith in the power of Christian love to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children, who have patience to begin every morning with but little, if any, perceptible advance beyond where they began the previous morning, with prompt and kind sympathies, and ready skill in imparting instruction, the better it will be for the cause of education and every good cause.

K. Y.

MAKE THE SCHOOL-ROOM PLEASANT.

THERE are more ways than one to accomplish this desirable object. The first and *best* way, perhaps, is to be pleasant and cheerful one's self. Most teachers who really wish, and perseveringly endeavor, to make their school-rooms pleasant places for their scholars to gather, are in a great degree successful.

If it is possible to obtain pictures, or even *one* picture, to decorate the room, it should be done. Any one who has had opportunity to observe will readily understand what an endless source of enjoyment engravings or colored lithographs afford to young people, especially when they have been obtained by their own efforts. What 'loopholes in the walls' they furnish to the young eyes that gaze upon them! They are such helps as a teacher can hardly afford to do without.

Careful attention to the personal comfort of every scholar, so far as a teacher needs to attend to it, and even where she *does not need*, will commonly be quickly appreciated. A little neglect in any way, even an omitted morning salutation, has made many a pupil find the school-room an unhappy place.

The *dress* of teachers has something to do in making the school-room pleasant. Ladies offend oftener in this regard, perhaps, than gentlemen; but I once knew even a gentleman whom the grown-up girls in school could n't tolerate, for the grease-spots on his clothing. His careful teaching and fine scholarship were well-nigh lost upon them, because his appearance was a constant annoyance. I do not say that fines and imprisonments should be the penalty for slovenliness, but they have been imposed for less offenses.

If there is any person who ought to be choice in the selection of patterns, and who should exercise a nice taste in every toilet arrangement, it is that one toward whom a hundred bright, eager eyes are to be directed, day in and day out, for two hundred days in the year; eyes that never fail to see a mislaid dress-fold, a wrinkled collar, a soiled garment; eyes, also, that never fail to see and admire a pretty print, a clean white apron, or a spotless wristband. One can not well help the color of her eyes, or the shade of her complexion; but one *can determine* the color of the ribbon and the hue of the raiment in which she will array herself. It is not so difficult a matter to dress 'comely' that a teacher need to fail in doing it; and, as has been said in regard to pictures, no teacher can afford *not to do it*. The term 'dowdyish' can, perhaps, never be applied to men, or *is not*, at least; but its application to women is some times eminently appropriate. If a 'dowdyish'-looking teacher can ever make a school-room cheerful and pleasant, I am greatly at fault.

There is no denying the power of form and feature upon the human mind, nor more can we deny the influence of apparel. Just here I seem to know that many voices are saying "But I can not *afford* to dress elegantly!" Certainly you can not afford *to dress elegantly* if you are a teacher: *I* did not use that word; and please notice that *comeliness* and elegance are words wide asunder.

Let the sunlight into your school-room; let the fresh air in; come yourself 'with clean hands and a pure heart': so shall it be well with thee, and well for those whom the Master has given, for a longer or for a shorter period, to your training influence.

A. N.

EVERY one of us, with God's help, and within the narrow limits of human capability, himself makes his own disposition, character, and permanent position.

THE EASE OF THE TEACHER'S POSITION.

THE last session of the State Association will be remembered by those present, because of the opportunity it afforded to listen to Horace Greeley on practical educational questions. Suggestions on this subject coming from so keen a student of social and political science as he is, and one who has enjoyed so great an opportunity of observing men and institutions in our country, are like the preannounced results of many of the theories and experiments of the school-room.

Mr. Greeley stated, at the outset, that what he might say would be the result of his observation rather than of any actual experience as a teacher, for of the latter personage he has never enjoyed the pleasures or perplexities. Hence, when he speaks of those things in the teacher's life which can be known only by experience, no one will claim that his ideas carry with them the weight or value of the opinions of those who are in the work. If we understood him aright, he claimed that the profession of teaching is one of unusual ease and quiet: no other one affords so great opportunities for a growth in knowledge and for higher literary culture and enjoyment. The teacher knows nothing of the cares and anxieties which worry the man of business, through his hours of leisure as well as of labor. He hoped that the occupation of teaching might become more permanent in stead of being only a stepping-stone to other positions.

Now, the very fact that so many abandon the teachers' ranks is evidence that the position is not one of great ease or profit. That those who leave the profession almost invariably remain out of it is evidence that the other occupations—for ex-teachers are found in almost every calling—are, upon the whole, more desirable than teaching. How few there are who remain in the ranks till even middle age, to say nothing of their growing old in them.

But, looking at the facts of the case, is it true that the teacher's is a position of ease, or freedom from care? Grant that the man of business is harassed with anxieties long after he leaves his counting-room: is it any less so with the teacher after his pupils are dismissed? Do the mind- and nerve-exhausting labors of the day leave him in condition for quiet enjoyment or the pursuit of literary recreations? Are not the responsibilities of an educator of the minds of youth and the guardian of their moral character quite as well adapted to excite worrying, anxious care as are those of the dealer in stocks, or of him who writes the lawyer's brief? Mr. Greeley's good hope for the profession is based upon the very fact that, from their superior inducements, the other professions or avocations lure the teacher from his position.

But there is another fact which bears more direct testimony upon the relative wear and exhaustion of the different occupations. Other things being equal, the health and average duration of life of men depends upon the degree of their mental labor and the drafts made upon the nervous energy. From a statistical table found in Dr. Tarbell's 'Source of Health', we learn that of 100 men from each one of the different occupations the number reaching the age of 70 was as follows: clergymen, 42; farmers, 40; commercial men, 35; military men, 33; lawyers, 29; artists, 28; teachers, 27; physicians, 24. What farther or more convincing proof than this is needed to show that the teacher's is no sinecure among the professions?

T H E M E T R I C S Y S T E M .

THE Metric System has for its object the introduction of the decimal division into the systems of weights and measures, as it is used in Federal Money. It enlarges the application of the common system of notation. It substitutes a uniform scale for the variable one now in use. Commencing with a certain unit, the various measures of length, area, volume, and weight, are so formed from it that there is a relationship extending through the whole, by which a number can be readily changed from one measure of capacity to another, or from a measure of capacity to one of weight.

Without stopping to trace its history, it will suffice for our present purpose to state that the unit of length, to which all others are related, the Meter, is nearly one ten-millionth of the arc extending from the equator to the pole. Its length is equal to 39.37 inches. With this measure as the unit, the names of the higher denominations are formed by prefixing the Greek terms *deka*, *hecto*, *kilo*, and *myria*, signifying, respectively, ten, one hundred, one thousand, and ten thousand. The subdivisions of the unit receive their names by prefixing the Latin terms *deci*, *centi*, and *milli*, meaning one-tenth, one-hundredth, and one-thousandth. The multiplication or division can be carried farther, if desired; but for all practical measurement the denominations given are sufficient,—the myriameter being equal to 6.2137 miles, and the millimeter to 0.0394 inch.* It will be readily seen, from the construction of the table, that to change a number from one denomination to another involves only the proper change of the decimal-point.

The denominations of common square measure are the same as of

* The abbreviation for the meter is M., and for the denominations above, D.M., H.M., K.M., and M.M.; for the denominations below, d.m., c.m., and m.m.

long measure. It is well to note that in this measure it takes 100 of any denomination to make one of the next higher, so that each order should occupy two places. Thus one square dekameter (1 D.M.^2) equals one hundred square meters (100 M.^2). The number 225 M.^2 may be read two hundred and twenty-five square meters, or two square dekameters and twenty-five square meters. The number 6.758 M.^2 may be read 6 square meters, 75 square decimeters, and 80 square centimeters, or 6 square meters and 7580 square centimeters. For measuring land larger measures than the square measure are used. The unit of land-measure is the D.M.^2 , known as the *are*. The only other denominations are the hectare and the centiare. It will be perceived that the intervening orders, dekare and deciare, find no place in the table. The reason of this is that the decimal order has been applied to the length of the sides of the squares, and not to their areas. The centiare is the square meter; the are, the square dekameter; and the hectare, the square hectometer. Hence the dekare or the deciare would have a fractional number to represent the length of its side. Ten square surfaces can not be combined in one surface of the same shape and give a whole number of units on a side.

In cubic measure, the cubic meter (M.^3) and its subdivisions—the cubic decimeter (d.m.^3), centimeter (c.m.^3), and millimeter (m.m.^3)—are the only denominations. The cubic meter contains 1.308 cubic yards. As in square measure two places were given to each order, so, for a similar reason, in this measure three places should be given. To indicate 12 M.^3 and 45 d.m.^3 , we would write 12.045 M.^3 . This expression might also be read $12,045 \text{ d.m.}^3$. The cubic meter is the unit of measure for firewood. It then receives the name of stere. The other denominations are dekastere and decistere.

In the metric system the dry and liquid measures are reduced to one, the principal unit of which is the cubic decimeter, known as a liter. Its capacity is 908 thousandths of a quart, dry measure, or 1.0567 quarts liquid measure. The subdivisions of the liter are the deciliter and centiliter. The measures larger than the liter are dekaliter, hectoliter, and kiloliter. From the manner in which the unit is derived, it is easy to reduce any number of this measure to an equivalent one in cubic measure. Thus the cubic decimeter or the liter is equal to 1000 cubic centimeters; hence the deciliter will be equivalent to 100 cubic centimeters, the centiliter to 10 cubic centimeters, and, if farther division is desired, the milliliter would equal one cubic centimeter.

In passing from the measure of capacity to that of weight, the unit has been fixed with reference to the original unit of length, the meter. It is equal to the weight of a cubic decimeter of distilled water, in a vacuum, at a temperature of four degrees of the Centigrade thermometer, and is called the kilogram. Its weight is 2.2046 pounds avoird-

dupois. The thousandth part of a kilogram is called the gram, from which the table is constructed as with the meter.

The convenience of this relationship between the measures of capacity and weight is illustrated in the ease with which a number can be changed from one measure to the other. Thus the kilogram, or one thousand grams, equals one cubic decimeter, or one thousand cubic centimeters of water. Hence a gram weighs the same as a cubic centimeter of water; a dekagram, the same as ten cubic centimeters; a hectogram, the same as one hundred cubic centimeters.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

WHAT IS QUANTITY?

IN all matters pertaining to science, whose basis is founded upon axioms and definitions, it is important that those definitions should be *perfect*. An attempt at definition will not answer the purpose. Approximation falls short of the *real limit*, and is, in reality, *no definition at all*. The arrangement of words used in giving a definition constitutes a *proposition*. A proposition is composed of a *subject* and *predicate*. Now, in a *perfect* definition, the *predicate* should include the *subject*, and *no more*. Logically speaking, the sphere of the subject should be just equivalent to the sphere of the predicate. The terms of the proposition, the subject and predicate, may be compared to two equal circles: when they are applied to each other, they will *exactly coincide*. Then they are said to be *equipollent*.

Let us take the following illustrations. Were one to say that a horse is a *four-legged* animal, intending thereby to give a *perfect* definition, we see at once that it is faulty; for the sphere of the predicate is *too large* for the subject: it includes *too much*: there are many other *four-legged* animals besides horses. Again, were we to define the Negro as that curious being who has 'no rights that a white man is bound to respect', some might question not only our definition but our sanity; for the progress of civil liberty has proved that the *living* negro, as a class, is *much more* respected than the memory of the *dead* judge who rendered the decision. Again, were one to say that the negro is a man with a black skin and woolly hair, his definition must be regarded as perfect; for the terms of the proposition are *equal*, and can be used interchangeably.

So much being premised, we are now ready to define quantity.

Quantity is any thing that can be measured; or otherwise, any thing capable of measurement. This definition we regard as perfect, because its terms are equal, and the one may be used for the other. The very idea of *measuring* implies a *standard* of measurement—a unit of measure. According to the definition already given, *that* can not be classed as quantity *for which* there is no unit of measure. Hence thought, faith, hope, joy, and the like, can not be considered as quantities. Those definitions of mathematicians who define quantity as *any thing that is capable of increase or diminution* must be regarded as incorrect. Our pleasures, our faith, our hopes, our anger, our dislikes, can be increased or diminished; yet, in no mathematical sense can they be classed as quantities. We submit the following definitions of quantity taken from works in general use in our schools. They are *incorrect*.

“Whatever is capable of increase or diminution, or will admit of mensuration, is called *magnitude* or *quantity*.” (Loomis.)

“Quantity is any thing that can be increased, diminished, or measured.” (Robinson, and Greenleaf.)

“Quantity is any thing which can be increased or diminished.” (Ray.)

“Quantity is that which admits of increase or diminution.” (Stoddard and Henkle.)

Prof. Davies, in his *Mathematical Dictionary* and his other works, gives the following definition, which seems to be somewhat *faulty* and *wordy*:

“Quantity is any thing that can be increased, diminished, *and* measured.”

According to this definition, quantity must be capable of three things: increase, diminution, and mensuration. If one is wanting, the object under consideration can not be regarded as quantity. It seems to me that this sheet of paper upon which I am writing, *as* a sheet of paper, is *definite* as to quantity. *As* a sheet of paper, it can not be increased. Therefore it is not embraced in the above definition, and, consequently, can not be regarded as quantity. Nor will it avail to say that another sheet could be added to it. We must be guided by the *import* of the language itself. The words are ‘any thing that can be increased, diminished, and measured’. This paper belongs to the class of things, and as such, it can not be *increased*.

As applicable to some of the other definitions given above, we quote from Reid, the metaphysician:

“*Quantity* ought to be defined what may be measured. Those who have defined *quantity* to be whatever is capable of more or less have given too wide a notion of it, which, it is apprehended, has led some persons to apply mathematical reasoning to subjects that do not admit of it. Pain and pleasure admit of various degrees; but who can pretend to measure them.”

Price, of Oxford College, England, who has written four large octavo volumes upon the subject of the Infinitesimal Calculus, and who has

discussed the term quantity quite at length, says: "By quantity I mean whatever is capable of measurement; whether it be geometrical space, or weight, or time, or heat, or light, or velocity, or any thing else; that, viz., of which we can predicate muchness in reply to the question 'how much?' or number of times in answer to 'how many times?'"

PROBLEMS AND SOLUTIONS.

PROBLEM 8. A man bought a house and lot for \$9550, and agreed to pay principal and interest in 5 equal annual installments. How much was the annual payment, interest 6 per cent.?

9. $x^2 + xy = 8$, and $x + y^2 = 6$. To be solved by Quadratics.

A. M. and others send problems which will be inserted next month.

SOLUTION 1. The whole amount of stock and gain is \$17500, or $\frac{7}{4}$ of the stock. \$4375 is $\frac{1}{4}$ of \$2500, A's stock; \$5250 is $\frac{1}{4}$ of \$3000, B's stock; \$7875 is $\frac{1}{4}$ of \$4500, C's stock. \$4375—\$2500=\$1875, A's gain; \$5250—\$3000=\$2250, B's gain; \$7875—\$4500=\$3375, C's gain. o. s. w.

\$4375 + \$5250 + \$7875 = \$17500 = the whole stock and gain. By the Rules of Partnership we have \$17500 : \$10000 :: \$4375 : \$2500, A's stock; \$17500 : \$10000 :: \$5250 : \$3000, B's stock; \$17500 : \$10000 :: \$7875 : \$4500, C's stock. \$4375—\$2500=\$1875, A's gain; \$5250—\$3000=\$2250, B's gain; \$7875—\$4500=\$3375, C's gain.

ARTEMAS MARTIN.

2. $1 + \frac{1}{2} = \frac{3}{2}$; $\frac{1}{4} - \frac{1}{2} = -\frac{1}{4}$; $\frac{3}{2} - \frac{1}{4} = \frac{5}{4}$; $\frac{5}{4} - \frac{2}{3} = \frac{1}{12}$. Hence 13 feet is $\frac{1}{12}$ of the height of the steeple. $\therefore 13 \times \frac{1}{12} = 1\frac{1}{3} = 1\frac{1}{3}$ feet, the height of the steeple.

ARTEMAS MARTIN.

Solutions received also from O. S. W., James McQuilkin, and P. E. McDonnell. Mr. McDonnell's solution we do not regard as correct. Will he explain it?

3. (1) The island is 42 miles in circumference. X, Y, and Z, traveling respectively 3, 4 and 6 miles per hour, will be respectively 14, $10\frac{1}{2}$ and 7 hours making one circuit. The least common multiple of 14, $10\frac{1}{2}$ and 7, or 42, will be the number of hours' travel requisite to bring the travelers together at A. Supposing them to travel 5 hours each half-day, and to commence each afternoon's travel at 12 m., as on the first day, they will be together at A June 5th, 1865, at 2 o'clock p.m.

(2) Z travels twice as fast as X. When Z has made one circuit, X is is therefore half way round, and X reaches the point A just as Z finishes his second circuit. It is obvious, then, since they start from A again together, that X and Z can be together at no other place than A. Hence the travelers can not possibly meet at the points B, C, and D.

O. S. W.

Artemas Martin has sent us another solution of Prob. 3, which we may present to our readers at some future time.

January 12, 1867.

PROF. J. V. N. STANDISH,—*Dear Sir*: With your permission, I desire to make a remark upon my solution of Prob. 18, published in the December Teacher. I made that solution on the supposition that the

trees were all to be arranged in the same regular order. By planting part of the trees in squares, and part in triangles, *two more* trees can be planted on the lot than when *all* of them are disposed in the triangular form. Plant 5 rows one rod apart in squares: they will occupy a strip of ground 4 rods wide. $11-4=7$; $7\div\frac{1}{2}\sqrt{3}=8$, rejecting the remainder, and there can be planted, besides the 5 rows in squares, 8 rows in triangles, 4 of which will contain 12 trees each, and 4 will contain 11 trees each. $5\times 12=60$; $4\times 11=44$; $4\times 12=48$. $60+44+48=152$, the number of trees that can be planted on the lot according to the foregoing method of arrangement.

Respectfully yours,

ARTEMAS MARTIN.

Franklin, Venango Co., Pa.

QUERIES AND ANSWERS.

QUERY 7. At what place on the earth is the sun above the horizon the *longest* during the year?

8. It is now Tuesday, Jan. 29, 11 o'clock A.M. What day and what hour of the day is it at our antipodes?

9. Is there a place on the earth's surface where one day, during the year, is just 24 hours long, and one night 24 hours?

ANSWER 3. The Equator is an *imaginary great circle* formed upon the surface of the earth (a sphere) by passing an imaginary plane through the centre of the earth perpendicular to a line joining the North and South Poles.

JAMES McQUILKIN.

I would thus define the Equator: The Equator is that circumference of the earth every point of which is equidistant from the Poles.

But the question returns, What is the circumference of the earth? I would reply, The circumference of the earth is a line around it formed by the intersection of its surface by a plane through its centre. Inasmuch as the Equator is simply a particular circumference of the earth, there are reasons, which ought, it seems to me, to be evident to any teacher, for so defining it as to show that it is so. But if it is desired to have the definition independent of the class to which it belongs, I would then make the definition thus: The Equator is a line around the earth, formed by the intersection of its surface by a plane through its centre perpendicular to its axis. If asked Why not call it a circle? I would reply, For the simple reason that it is not a circle, nor the circumference of a circle. Just think of a circle, the circumference of which will be at the highest points of the earth's surface, on the Equator near Quito in South America, and where its circumference will be a little west of there, at the coast.

JOHN H. ROLFE.

5. Admitting that such expressions as -5 and -9 are properly termed quantities, or representatives of quantity, I would answer this query thus: -5 is greater than -9 , and algebraists are correct in saying that it is so. *Demonstration*: If -5 be not greater, it must be ei-

ther equal to or less than -9 . If it be equal, then will $-5+13=-9+13$, which, reduced and transposed, gives $4=8$, or the half of a quantity equal to the whole of the same quantity, which is absurd. If -5 be less than -9 , then $-5+13<-9+13$, or, reducing, $8<4$, the whole of a quantity less than its half, which is also absurd. Hence, since -5 is neither equal to nor less than -9 , it is evident that it must be greater.

N. C. N.

6. As no one has sent us definitions of the Signs used in Arithmetic, we submit the following for Addition, hoping that others will send us definitions of the signs used in the other fundamental rules:

The Sign of Addition is two equal lines, one horizontal and the other perpendicular, mutually bisecting each other.

SCIENTIFIC NOTES.

THE GEYSERS OF NEVADA.—About twenty miles from Carson City, Nevada, are some remarkable mineral springs called Steamboat Springs, from the noise they make, which sounds like several steamers discharging steam. These springs cover about three acres. The water is boiling hot, and the escaping steam can be seen for several miles before sunrise, and the atmosphere in the vicinity is filled with the smell of sulphur. The water cures the rheumatism effectually. There are crevices in the rocks where the water can be seen boiling at a depth of thirty feet. There is also a spring which is called the Breathing Spring. It is shaped much like a well. The water recedes to the depth of ten or twelve feet, and remains calm for five minutes, and then commences to boil, and rises until it shoots in the air above ten feet, and in five minutes it begins to recede.

.....WHY THE SKY IS BLUE.—It is generally supposed that the blue color of the sky is due to moisture in our atmosphere, and the idea seems to be confirmed by the intensity of the color during the moist weather of summer when compared with the sky of the more dry-weathered winter. It has recently been shown by Professor Cooke, of Cambridge, in a paper read to the American Academy of Arts and Sciences, that this view is correct. He has found by means of the spectroscope, a very delicate instrument of analysis, by which the most minute substances, even when at a distance, can be detected, that the aqueous vapor of the atmosphere absorbs most powerfully the yellow and red rays emanating from the sun, leaving the blue to be transmitted, and thus accounting for the color of the sky. The instrument also proves that the color is due to simple absorption of those rays by the water, and not to repeated reflections from the surface of an infinity of drops, as has been supposed.

.....AN AMERICAN VOLCANO.—Mount Hood, in Oregon, it is reported, has been giving evidence, in various ways, that it is a volcano. The Portland Oregonian states that on November 16th a dense cloud of smoke hung around the base of Mount Hood, while a column appeared to rise from its summit.

.....THE London Pneumatic Company can send 120 tons of goods through 18 miles of tubes every hour by means of atmospheric pressure, at a cost of one penny a ton per mile.

.....A SURVEY of the Brazilian coast was lately made by the French Government, in which there were taken 178,000 angles and 160,000 soundings.

.....IN Nevada a small plant has been found growing in a hot spring, where the water is of so high temperature that the hand can not be held in it.

.....A FRENCH *savant* has lately proved that vegetable and animal substances can be kept for any length of time, unchanged, in a vacuum.

.....PROF. WYMAN, after careful measurement, avers that the accuracy with which the bee builds its cell has been greatly exaggerated.

.....MEXICO sends to the Paris Exposition a meteorite weighing 1,600 pounds.

.....IN 1866 the United States exported 67,430,451 gallons of petroleum.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

COLLEGE COURSE.—The University Convocation of the State of New York has recommended the adoption, by all the colleges of the state, of the following requisites for admission to the Freshman Class, in order that there may be unity of purpose and plan both among the colleges and also the preparatory schools, as well as an advance in the standard of scholarship required. Most, if not all, of the colleges have signified their compliance with it. We wish that the colleges of our state would adopt this standard. The result would be, we think, a decided advance in the cause of higher education in our midst. The institutions themselves would then become in reality entitled to the name of colleges, while, as the case now stands, many of them are but little, if any, higher in their grade of studies than an ordinary New-England Academy.

While the common-school system of the state has been developed to such amazing results, and the high schools in our cities are well up to the standard of those in the older states, it is not so with collegiate education. Nothing gives so unfavorable an impression of our educational system to the visitor from the older states as the multitude of colleges and universities, with the meagreness of their endowments, the slenderness of their faculties, and the elementary character of their studies. He finds wherever a private school is started, of however humble a character, that its teacher dubs it 'college', or university, and is dubbed by the community 'professor' in return. Why, in our younger days to be a 'professor' in a college was looked upon as the very high and pinnacle of earthly attainment. But here, how different! The person who cuts your hair is a professor. The master of a grammar school is one; and the traveling teacher of penmanship, whose highest ambition is centred in drawing a 'goose', thus unconsciously satirizing himself and his patrons, is a professor *par excellence*. One great cause of this low standard in our colleges is the lack of endowment in most of them. Until our people awake to a sense of the great value of a few institutions of high character, and endow them liberally, we shall see them compelled to continue in the work of primary instruction, competing with our common schools, rather than completing and supplementing the system, as they should. Let our rich men devise liberal things in this respect, following the example of the wealthy in the older states. Harvard and Yale each received during the year 1865-'66 more than a quarter of a million of dollars. Thus these institutions are enabled to raise the standard of admission to their privileges, and to insist upon more thorough and extended courses of study.

We fear that at present our colleges can not hope for such donations; but we would have those of them that aspire to be *real* colleges adopt as their standard of admission to their collegiate course the annexed scheme, and insist upon it by a rigid examination. Then, if they are compelled to receive pupils of lower grade, let it be well understood that these are not members of the college proper, but only of the preparatory department.

REQUIREMENTS FOR ADMISSION TO COLLEGE.

Mathematics: Algebra to Equations of the Second Degree, and Plane Trigonometry.

Latin: Four books of Cæsar, six books of the *Æneid*, six orations of Cicero, Sallust's *Catiline* and *Jugurtha*, and 12 chapters of Arnold's *Latin Prose Composition*.

Greek: Three books of the *Anabasis*, one book of the *Iliad*, and *Prosody*.

Prerequisites: Thorough preparation in Arithmetic and English Grammar; a knowledge of Descriptive and Classical Geography; United States History; Greek and Roman Antiquities.

COMMON SCHOOLS.—We have received from Dr. John S. Hart, Principal of the New-Jersey State Normal School, a copy of his admirable article in defense of common schools, reprinted from the *Biblical Repertory* and *Princeton Review*. It is very able, and contains valuable facts and statistics, which we wish every one could read. We give a comparison made for the purpose of showing the value of common schools. Let our readers note it. In 1670 the English Commissioners for Foreign Plantations addressed to the governors of the several colonies a series of questions concerning the condition of the settlements under their charge. One of these questions related to the means of popular education. The answers of two of the governors are preserved. One of them, the Governor of Connecticut, ruled a territory to which nature had not been specially propitious. Its climate was bleak, its coast rockbound, its soil of only ordinary fertility. The other territory, Virginia, had an extraordinary amount of natural advantages. It had fine harbors, numerous navigable streams, a climate more temperate by several degrees than its rival, the soil in its lowlands and valleys unsurpassed in any of the plantations for its capacity to produce wheat, corn, and tobacco, its mountains filled with untold treasures of lime, iron, and coal (and, it now seems, of petroleum, also), and withal that wonderful variety of natural resources which seems best suited to stimulate and reward the productive industry of its inhabitants.

The governor of the less favored colony replied to the Royal Commissioners as follows: "*One-fourth* of the annual revenue of the colony is laid out in maintaining free schools for the education of our children." To that policy she has adhered. The governor of the other colony replied: "I thank God, there are no free schools, nor printing, and I hope we shall not have any these hundred years." To this policy she has also faithfully adhered. Now what is the result? By referring to the tables accompanying the Census of 1860, we find the following significant facts:

1. The average cash value of land was not quite \$12 per acre in Virginia, and a little over \$36 in Connecticut.
2. The one sustained 5 inhabitants to every hundred acres of her soil, the other 18.
3. The value of all property, real and personal, averaged by the population, was in one commonwealth \$496 to every inhabitant, in the other \$965.
4. The value of all property, real and personal, averaged by the acre, was in one commonwealth less than \$26 to the acre, and in the other more than \$177 to the acre.

We commend this comparison to those grumblers who complain of the cost of education. They may possibly see from it that expenditures for the promotion of public education are, even in a pecuniary sense, a paying investment.

HOW CAN AN EDUCATIONAL INTEREST AMONG THE PEOPLE BE EXCITED?—This question has received various answers, each of which has been only partially complete. To awaken an interest among those actively engaged in education—the class who are already the most earnest,—the task is comparatively easy, and the means provided. For teachers there are institutes, associations, lectures, and educational journals. But all these are for their especial profit, and not of sufficient general interest to attract the people. There seems to be a need of something adapted to the popular interest, just as the agencies already mentioned are suited to the teachers' wants. It is a trait of humanity to be interested in an enterprise in proportion to our nearness of relation to it. The catalogue of a college would be dull reading to most men, compared with a statement of the condition of the school of their own village or district. The conception of the school-system of a state is of little interest beside the regulations of their own school. To know the position of their own children in their class would be preferred by most parents to a knowledge of the relative merits of an Irving and a Scott as authors. The ablest lecture of Horace Mann would be laid aside for an essay or communication from a teacher or pupil in the village school. Every thing of local interest takes precedence of things more remote.

The suggestion, then, is that the people be informed of the condition of their own school and those of their county. Let teachers and superintendents give in items and short articles to the editors of county newspapers, and in this way call popular attention to the ways and means of their school-system. The editors will be glad to yield a little space each week, and thankful to have it filled.

We are prompted to write the foregoing by the receipt of a copy of the Belleville Advocate, containing a valuable essay by A. Philo, Esq., on the 'How, Why, and What, of School-room Instruction'. There are other instances which have come to our knowledge of the local papers' being used with the best results.

THE TOWNSHIP SYSTEM.—We trust that teachers will labor during the ensuing two years to disseminate a knowledge of what is meant by this system, and its great superiority over our present one, among the people. There is a natural aversion to constant changes in the School-Law, but we think this change needs only to be well understood by the people to be *demanded* by them almost unanimously. We advise teachers to secure the Report of the Superintendent of Public Instruction and to make themselves familiar with the facts and arguments contained in the article on the Township System, and thus be prepared to work for it understandingly. We advise them, also, to secure this report as a valuable educational document, and an addition to their libraries.

We have received a communication from 'Old Pike', making some corrections in the article of Viator in the January number of the Teacher. Viator makes due acknowledgement of the correction, and will feel thankful to have any error thus pointed out. We shall be glad to hear from Old Pike again. He closes as follows:

"In Griggsville they have one of the most efficient, thorough and wide-awake corps of teachers it has ever been my lot to meet. Old Pike has exhibited a good deal of zeal in the cause of education. She yet lacks railroads; but these she will soon have,—and then the county that goes ahead of Old Pike must travel pretty fast.

OLD PIKE."

STATE TEACHERS' CERTIFICATES.—The next examination for these certificates will be held in Mattoon, some time during this spring. The Superintendent has now wisely decided to leave the matter entirely to the County Superintendents, and to the teachers. When ten or more will pledge themselves to be present at the examination, and apply for the certificate, an examination will be held, and not otherwise. Let our teachers now prove themselves worthy of a professional status, by applying for and obtaining a diploma which will enable them to dispense with other examinations as long as they teach in the state, or let them cease to murmur at the degradation of being compelled every one or two years to undergo an examination for the *privilege* of teaching school in a county.

THE first time we ever attended the State Teachers' Association, we well remember seeing an elderly gentleman arise to speak, who gave his name as 'Roots of Egypt'. Since that time we have formed the acquaintance of the 'Egyptian', and have found him an earnest, whole-souled man, and a faithful laborer in the cause of education. He is doing a noble pioneer work in his section of the state. We have seen several of a series of articles from his pen, prepared specially for the teachers of Perry county, which can not fail to do much good. In a recent letter he says: "Duquoin has a noble school-house, 60×95, in which is taught a graded school of 450 pupils, and the number is advancing every week. It was opened January 2d, with 8 teachers. We are to hammer-dress the material committed to our care as well as we can till June. A master-workman is to come at the opening of the September term to put on the polish."

L. S. KILBORN, of Kinmundy, sends us the following. Can any do better? Friend Kilborn will please accept our thanks for his efforts to extend our circulation. We trust we shall be enabled, through the hearty support and coöperation of our fellow teachers of the state, to make our journal more and more worthy of their support and of the great State of Illinois.

"We have a flourishing graded school at this place, and, that the teachers expect to rank among the 'live' members of their profession, is evidenced by the fact that all their names appear upon the list of subscribers I send you. I am also proud to say that one of the *pupils*, who *expects* to become a 'live teacher' by-and-by, commences the good work by subscribing for the Teacher. I hope, as the cause of education advances, we may be able to add to our list of subscribers, and assist our colaborers throughout the state in enabling you to increase the interest and usefulness of the Teacher. I hold it one of the first duties of the earnest teacher to support the educational journal of his own state. If *every* teacher in the state would come fully up to his duty in this particular, we should soon enable you to publish a journal excelled by none in interest and usefulness."

WE call attention to Mr. Shastid's article on a State Institute. We have the assurance of the Normal Faculty that, if a sufficient number of teachers desire it, they will undertake such an institute in the Summer Vacation. Let every teacher who wishes such a thing and will be present send his or her name at once to R. Edwards, President Normal University, at Normal. Let teachers remember that it can be no pleasure to the Normal Faculty, after teaching so laboriously all the school-year, to devote their vacation to a continuance of the same work; and therefore let them take hold of this with zeal and energy.

NOTICE TO CORRESPONDENTS.—We have received several valuable communications which lack of space compels us to defer. We hope our worthy publisher may receive sufficient encouragement to enable him to give us more pages; but till this takes place we shall be compelled to do the best we can and bring in all in due order. We wish correspondents, however, not to be discouraged, but to keep on writing. Nothing is pleasanter to an editor of such a periodical as ours than to have a drawer well filled, so that his only trouble shall be selection. We desire articles upon the studies and management of our common district schools, written by men of experience and culture. We again call upon teachers and County Superintendents for educational items.

P. E. McD's article is received, and the sentiments in many respects approved. For a *first* article it is very good; but it is unfortunately not prepared for the printer, being written on both sides of the paper. We hope he will continue writing, for practice alone can make the finished writer.

THE Minutes of the sessions of the Educational Conventions, held at Indianapolis last August, are now published. They can be had of James Cruikshank, LL.D., Editor N. Y. Teacher, Brooklyn, N. Y. Price 50 cents. Any of the previous volumes of the National Teachers' Association can be had at the same price.

EDITORIAL CORRESPONDENCE.

CHICAGO PRINCIPALS' MEETING.—Mr. Bellfield, Principal of the Jones School, in the chair. Subject for discussion — *How can School Institutes be made most efficient?*

Mr. Sabin, of the Newberry School.—In general, the profit of an institute will be proportionate to the number of teachers taking active part in it and the amount of preparation made by them. The larger the number called out, the greater and more lively will be the interest manifested. A sufficient amount of preparation should precede every exercise on the programme. What costs labor is valuable, while words spoken without previous reflection are generally discursive and lack force. Talent best adapted to the purpose should be selected to present an exercise before the institute. The subjects presented are generally too exclusively educational. Incentives to a higher and more general culture might be furnished by essays of a literary and scientific nature, criticisms on authors and their writings, etc. Frequently the teachers have had little opportunity in their studies or instruction to become familiar with any thing besides what they teach. They have taken no course of general reading. An essay on 'What to read and how to read' would be of great value in encouraging higher culture and preparing them for better teaching. Something of this kind is necessary to counteract a tendency to mental retrogression. There can be no stand-still. The mental condition must be growing better or worse. The ladies ought to take a large part of the exercises, furnishing essays, written discussions, etc. The interest and success of an institute can be increased by encouraging a social spirit by means of frequent recesses.

Mr. Baker, of the Kinzie School, thought the plan of having a large number take active part in the exercises was an excellent one. Such a course would lead to an increase of interest on the part of all. He favored the delivery of lectures on scientific subjects, which would not only enlighten but afford material for use in daily instruction. Something should be done to direct the general reading of teachers. The light literature should be supplanted by that of a more substantial character.

Mr. White, of the Brown School.—The success of an institute will depend upon the interest felt by each member in the great work of education. Its character is a sort of crystallization of the interest of all the members. If they are earnest in their work, realizing that they are training minds and shaping destinies for a life-time and for communities and states, in stead of teaching the prescribed branches and regulating their schools; if the question with them were 'How can I best discharge the duties devolving upon me?' the awakening of interest at institutes would be a very easy matter. He suggested that if

teachers should keep a blank book, in which they wrote down any questions of theory or practice as they arose in their daily exercises, they would have, in an exchange of question and answer at the institute, a source of great interest and profit.

Mr. Bellfield suggested the plan of a literary club, which might be practicable in some cases. The members apportion among themselves the various topics which they agree to bring under investigation, each one holding himself responsible for the presentation, from time to time, of any new ideas, discoveries, or improvements, in his special topic,—each one presenting the results of his investigation for the general good. S. H. WHITE, Reporting Sec'y.

A STATE TEACHERS' INSTITUTE.—*Mr. Editor:* I want to prevail on you to rouse the teachers of our state to the importance of holding a yearly State Institute. At our State Associations, held during the holidays, only very general questions can be discussed. The time of meeting is so short that not much can be done, more than to listen to a few well-prepared lectures on the subject of education and to discuss a few very general questions. Actual *teaching* is altogether impracticable. Still, these meetings are highly beneficial. But I feel that we need something more. We want instruction in the practical part of carrying on a school. We want to have exhibited to us the best methods of teaching the various branches required to be taught in our schools. And these lectures and discussions, which are so pleasant and profitable at our State Associations, we want to have extended and continued. We want *more time*. We can only have this during our summer vacation. We have already held one State Institute, to the great pleasure and profit of all who attended it. The President and other members of the Faculty of the State Normal University could, doubtless, be prevailed on to take this matter in hand. There are many of us who can not take a course at a normal school, and who greatly need the systematic and rigid training pursued at such schools. A State Institute of three or four weeks would be fraught with blessings to the teachers attending it, and to the schools under their charge. I believe the teachers of the state are ready and anxious for this thing.

Mr. Editor, what think and what say you? Let us hear from President Edwards and Superintendent Bateman on the subject.

In great haste, yours,

JON SHASTID.

OVER MODESTY.—Some one justly censures a preacher for apologizing to his congregation for an appeal to their generosity in behalf of some worthy object. Does not the teacher deserve censure who sees his school suffer for want of necessary means of improvement and does not dare to stir up the powers that be to supply the want? Often school-houses are unfurnished because those who provide them do not know what they should have. It only wants the need made clear to secure the very thing needed.

An instance in point. A friend of mine, engaged in teaching a country school, was lamenting to me his want of reference-books. Not even a dictionary in the house. "Have you tried to get one?" "No, it will be of no use; they do n't appreciate any such thing." "Perhaps not; but I do think they appreciate you enough to invest twelve dollars at your request in a Webster's Unabridged. Try it." He had only to ask. Not the slightest difficulty was found in getting the book, and it is doing good service in his school-room to-day.

Now be as modest as you will in your personal matters; but when you are called upon to plead in behalf of hungry minds, needing good food, do not let your modesty stop your mouth. Ask, or you will not obtain. Do not suppose that apparatus or library will come into your school-room without an effort.

Y. S. D.

TEACHERS' INSTITUTES.—Teachers' Institutes have usually a two-fold object. By means of carefully-conducted exercises in illustrating modes of instruction and government, the teachers themselves are to gain power for future work; by the same discussions and the lectures often connected with an institute, the educational zeal of a community is to be aroused and enlightened. In counties where few popular educational meetings have been held both these objects are

of vital importance, and the people of settlements out of the current of literary lectures often rejoice at the opportunity to entertain free for a few days an assembly of educators, for the sake of the lectures and general benefits derived from such a gathering. But as places grow, and especially as they come into the line of appointments for the best lecturers, receive the daily newspaper, and in such-like ways discuss fully all the general topics of religion and morality in their relation to the church, the school, and the family, the interest in the entertainment presented by the general lectures of institutes is diminished, and the burden of opening a house freely to strangers to take up 'bed and board' is plainly felt, the more if this is only one out of half-a-dozen or more similar calls coming up in the same year, by reason of the ready access of the spot. The mania for multiplying conventions for trivial or even important objects is burdening the hospitalities of the citizens at railroad junctions and large towns. These facts must, of necessity, modify the arrangements of institutes in counties where either the institute itself is an old organization or where the citizens feel the misfortune of their convenient access. This makes it desirable to conduct institutes in some cases with chief reference to the benefit to the teachers themselves.

Hitherto no comprehensive plan to secure good institutes has been put in form in this state. Each locality has been left to itself, each band of teachers to their own zeal. Most commendable and valuable work has been done, nevertheless. In those parts of the state where, from the want of familiarity with these subjects and the need of popular discussion, the people are to be reached, the popular mode, by lectures, free quarters, and a general mingling of community and teachers, is as well can be done. But when communities in their growth find the pressure of varied calls too great, and no longer find the institute an advantage by bringing them lecturers of higher standing than they may hear almost any week in the year, the teachers still need the institute for their own direct benefit, and find greater difficulties in securing the advantages of it. How can this be carried on? No answer can be given to meet every case; but the following can be done in many parts of the state. The County School Superintendent, by his office, is the fitting one to take the lead in the business arrangements. He can issue a circular to the teachers of his county something like the following:

Dear Sir:

Please return this with your signature, if you will attend a teachers' institute to be held at Jonesville during the month of July, to continue for — weeks. Teachers will be boarded for \$3.50 per week. As we have no funds, a tuition-fee of \$2 per week will be necessary to employ a person of experience in conducting such institute. We need at least 50 pledged to attend to justify completing arrangements for such a gathering. After hearing from the teachers of the county, more definite announcement will be made of time, and the person secured to conduct the exercises.

Yours truly,

.....School Supt.

I intend to attend the institute. }

..... }

On return of a sufficient number of pledges, the Superintendent can proceed to employ some one to conduct the institute and to fix an exact date. Too much stress can not be laid on *securing* a conductor before announcement. Many institutes have been organized, and promised great things, that ended in the dissatisfaction of those attending because, on the strength of having been written to, various parties were announced as expected, and they were not present, never having promised to be. The figures for board, tuition, and length of term, will vary with circumstances; but, to be sure of success, the business details need to be rigidly attended to. The same parties who would conduct an institute thus as a brief normal school are generally prepared to deliver some popular lectures; and, where funds were ample and opportunity favorable, some could be secured from other parties. The great and growing question in the region where institutes are an established fact is the question of their accommodation. The free entertainment is pretty well worn out in some localities. Teachers can not too soon take an independent stand in this matter. They need to depend more upon themselves, less upon legislation, for help; and when the law only requires due morality, and due scholarship, and due skill, and leaves the teacher to fit himself where he may, as in other professions, teachers can make their institutes a success and receive back in increased salaries manifold the expense of their special effort to reach a higher standing.

HAL.

PERSONAL.

OBITUARY.—Died, at his residence in Elbridge, N.Y., January 19th, 1867, after more than twelve years' suffering as an invalid, Prof. HORATIO N. ROBINSON, LL.D., the well-known author of a series of mathematical text-books, aged 61 years. Prof. Robinson was born at Hartwick, N.Y. He never attended any but a district school until he was sixteen years old, when he made the calculations for an almanac, which attracted the attention of a wealthy gentleman of the neighborhood, who sent him to Princeton College. He did not remain, however, to graduate, but at the age of nineteen received and accepted the appointment of Professor of Mathematics in the Navy, which position he filled acceptably for ten years, visiting many parts of the globe.

In 1835 he married Miss Emma Tyler, of Norwich, Conn., a most estimable lady, and removed to Canandaigua, N.Y., taking charge of the Academy in that place, and subsequently of the one at Geneseo. His health becoming somewhat impaired by teaching, he removed with his family, in 1844, to Cincinnati, Ohio. Here he entered the field of authorship; and his first production, the University Algebra, combined so much of originality, new and practical methods, with such thorough knowledge and treatment of the subject, that it met with great success and popularity. This encouraged him to prepare several other works, all of which were published by Jacob Ernst, of Cincinnati. He removed to Syracuse, N.Y., in 1850, and in 1854 to the town of Elbridge, where he resided at the time of his death. In 1858 the publication of his books was removed from Cincinnati to New York, where Ivison, Phinney, Blakeman & Co. continue to publish them. After this transfer some of the best practical talent of the country was employed to assist Prof. R. in completing his series, by adding a full course of elementary text-books, and thoroughly revising and rewriting the Higher Mathematics. The very large and increasing circulation of these books attests their merits, and the name of the author will long be familiar to the best teachers and educators of the entire country.

He was an enthusiast in the pursuit of science; and what would have been considered severe labor, and even drudgery, by many, was but recreation to him. During the many long years he was confined to his room, even to the week of his death, he was constantly employed in improving and developing some new thought, principle, or method, of his favorite science; and when unable to use the pen, and often while suffering the most acute pains, would he dictate for another to write. It is a rare and exceptional case to find the highest scientific talent joined to a pleasing simplicity of style, and remarkable facility in imparting instruction; and still more rare to find such talent devoted to the preparation of text-books adapted to the young.

His devoted and faithful wife died in the fall of 1863, respected and loved by all who knew her. He has followed her, as we trust, to that better land; for, although never a professed and active Christian, yet he gave unmistakable evidence in his last hours of a heart renewed by grace, and of his firm unshaken faith in him who saves to the uttermost all who trust in him.

CHANGES IN COUNTY SUPERINTENDENTS.—In Bureau county, ALBERT ETHERIDGE, appointed, *vice* MARVIN E. RYAN, deceased. In Washington county, A. C. HILLMAN, appointed, *vice* WM. H. CLAYTON, resigned. In Woodford county, JOSEPH M. CLARK, appointed, *vice* JOHN BUCKINGHAM, resigned.

HON. ANDREW D. WHITE, of Syracuse, has been elected President of Cornell University. Mr. White was formerly Professor of History in the University of Michigan, and is a ripe scholar.

'B. G. Roots of Egypt' is Principal of the Duquoin Graded School.

MR. GEORGE PEABODY has given to Hon. Robert C. Winthrop, of Boston; Hon. Hamilton Fish, of New York; Bishop McIlvaine, of Ohio; and others, to be by them and their successors held in trust, \$1,000,000 in cash and \$1,110,000 in Mississippi bonds, the income thereof to be used and applied, in their discretion, for the promotion and encouragement of intellectual, moral and industrial education among the young of the more destitute portions of the Southwestern States of the Union: "My purpose being," he says, "that the benefits intended shall be distributed among the *entire* population, without *other distinction* than their needs and the opportunities of usefulness to them." How noble and how wise in Mr. Peabody thus to be the almoner of his own charities, and not to cling to his property until death at last releases his grasp, leaving to endless litigation that which should be devoted to the elevation of mankind. We believe men of property are beginning to realize that it is better and wiser to be liberal and to dispense their charities with their own hands. What is needed here at the West is for our rich men to feel this and then to realize the pressing need of supplementing our common schools by richly-endowed seminaries and colleges for higher education.

REV. B. G. NORTHPOR, for 11 years agent of the Massachusetts Board of Education, has accepted the appointment of Secretary of the Board of Education in Connecticut. The Massachusetts Teacher says of him: "It is safe to assert that no public officer of the state has performed so great an amount of labor for the Commonwealth in proportion to his compensation. His acknowledged ability, his experience in teaching, his untiring zeal and industry, extensive acquaintance with teachers and friends of education in every section of the country, combine to make him eminently successful in his new field of labor."

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

DECATUR.—Average number of pupils belonging to the schools for the month ending January 25, 1867, was 1210; per cent. of attendance, 92; number of tardy-marks, 540. The foregoing is exclusive of the African School. Number of teachers, 22. Teachers' Institute held each month. Programme for Feb. 8 as follows: Opening exercises; Teaching Penmanship; Paper by Miss B. Baker; Exercise on the Metric System, by Mr. Gastman; exercise in Oral Spelling, by Miss Carson; one in Reading, by Miss Yager; Discussion, by Misses Fuller and Eaton, of the question *What is the legitimate object of Punishment?* Mental Arithmetic, by Miss —; Queries; Remarks by Superintendent. The Board are intending to build a school-house, costing \$40,000, during the coming season.

GRIGGSVILLE PUBLIC SCHOOLS.—Griggsville erected a fine school-building, costing about \$10,000, in 1857. This building was destroyed, with all its contents, in 1861, but was rebuilt the next year. It accommodates 350 pupils. The primary schools are in other buildings. The school-system embraces 5 grades: 1st and 2d Primary, Intermediate, Grammar, and High Schools. Nine teachers are employed. The Principal receives \$1,100 per annum; 1st Assistant, \$450. Average number belonging since September, 425; average attendance, 370. Appleton's New American Cyclopædia (21 volumes), 2 Webster's Dictionaries, Colton's Universal Atlas, and other valuable reference-books, have been added in the year.

PERU.—From the Report of Superintendent Powell for January, 1867, we take the following: High School—Number of pupils, 32; per cent. of attendance, 95.3; number of cases of tardiness, 26; not tardy nor absent, 10. Number of pupils in all the schools, 647; per cent. of attendance, 95.2; number of cases of tardiness, 210. The result is very creditable for Peru, and her Superintendent and teachers.

THE GREENE COUNTY TEACHERS' INSTITUTE held its meeting at Carrollton, on the 26th, 27th and 28th of December, 1866. Thirty male and eight female teachers were in attendance. S. F. Corrington, Esq., County School Superin-

tendent, was elected President; E. C. Sackett, W. Spears, and C. G. Snow, Vice-Presidents; T. G. Shannon, Sec'y; Miss M. Clark, Ass't Sec'y; M. Wakefield, Treasurer. Addresses were delivered by S. F. Corrington, Rev. S. H. Hyde, Rev. C. A. Worley, Pres. Edwards, and R. M. Price. An interesting essay was read by Miss L. French. Exercises in Arithmetic were conducted by M. Wakefield. Cube Root was presented by C. G. Snow; Mental Arithmetic by T. G. Shannon; Geography by W. Spears and Miss L. French; Grammar by E. C. Sackett; Reading by C. G. Snow; Penmanship by J. N. Jewell; Phonetics by the same; and Orthography by C. G. Snow. These exercises were pleasantly varied with select readings by Mr. Wm. Munn, and by discussions upon the various subjects presented. The institute was a very harmonious one, and all present felt amply repaid for their attendance. Among the various resolutions, was one in favor of Teachers' Institutes at least once a year in each county, and one in favor of compulsory attendance upon such institutes,—the teacher to receive pay for the time necessarily spent. A resolution was also passed in favor of the Illinois Teacher. The next meeting of the institute is to be held at Whitehall, next October.

LEE COUNTY.—A Teachers' Institute will be held at Amboy, commencing Tuesday, April 2d, and closing on Friday, 5th, with a public examination. The Board of Supervisors have appropriated \$50 toward defraying the expenses, and the County Superintendent has pledged another \$50. It is the intention to employ the best teaching talent in the state to conduct the exercises.

GALLATIN COUNTY.—An Institute will be held in this county during the first week in April.

ROCKFORD.—Three new school-houses are to be built during the coming season—two of them for primary schools exclusively.

SCHOOL-HOUSES.—At Carlinville, Pekin, Chenoa, Pontiac, Jacksonville, and Lebanon, first-class school-houses are now in process of erection,—large, well ventilated, well lighted, and well heated. We consider this one of the signs of the times. It shows that the heart of the people is in the matter.

A LARGE amount of matter prepared for this number of the Teacher, consisting of Educational Items, Notes and Queries, and Book Notices, is unavoidably deferred. Our readers will notice that we have given in three numbers of the Teacher nearly as many pages as we promised to give in four numbers. We can not afford to do this with our present list of subscribers. If our list were doubled, we would at once increase the number of pages to 40 monthly. A little effort on the part of teachers and others interested would accomplish this result. Back numbers of the current volume can be furnished. PUBLISHER.

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AGENTS WANTED, Ladies and Gentlemen, in every County in the United States, to sell the Ink Powders of the American Ink Company. The powder sells for forty cents per package, and will make ink enough to fill fifty bottles of the size usually retailed at ten cents per bottle. A smart agent can sell a gross of it a day, and clear **\$27.60**. The ink can be made from the powder in three minutes in common boiling water. It is a perfectly black ink, the best in the world. It flows easily, does not corrode the pen a particle, never gums up, is not injured by freezing, and its color will last for ever. Every family in America will buy it, as a package will last a family for years, and ink can be made in small quantities as wanted. With each gross we send a thousand circulars, with testimonials from clergymen, lawyers, teachers, merchants, commercial colleges, editors, etc., and the agent's name on the bills. Only one person will be made agent for a county. The first one sending Thirty Dollars for a gross will receive it by return express, together with one thousand circulars and the right to sell in the county he or she designates. If others send for the same county, the money will be returned to them free of expense. To make sure, one had better designate several counties, either of which he or she will take. Send for trade list and circulars, if you dare run the risk of waiting, or send the money for a gross. Letters addressed to the Mayor, Postmaster, cashiers of the banks, or the express agents of this city, will show that the business is honorably and squarely conducted. An Ink Powder will be sent by mail to any address, free of charge, on receipt of forty cents.

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THE LAWS OF HEALTH.

JARVIS'S PHYSIOLOGY.

Recommendations not heretofore Published.

Boston, Feb. 28, 1866.
I have examined your text-books on Physiology with great satisfaction. The "Primary Physiology" appears to me to be just the thing for all Common Schools, while the "Physiology and Health" is admirably adapted for High Schools and Academies. In the preparation of these text-books you have rendered a very important service to a much-neglected branch of education.

JOHN D. PHILBRICK, Supt. of Public Schools.

Ovid, N. Y., Nov. 19, 1866.
"Jarvis's Physiology" is received, and fully met our expectations. We immediately adopted it.

H. R. SANFORD, Prin. East-Genesee Conference Seminary.

Westchester, Pa., Sept. 3, 1866.
A thorough examination has satisfied me of its superior claims as a text-book to the attention of teacher and taught. I shall introduce it at once.

WM. F. WYERS, Prin. Academy.

Boston, Feb. 13, 1866.
The very excellent "Physiology" of Dr. Jarvis I had introduced into our High School, where the study had been temporarily dropped, believing it to be by far the best work of the kind that had come under my observation; indeed, the reintroduction of the study was delayed some months, because Dr. Jarvis's book could not be had, and we were unwilling to take any other.

HENRY G. DENNY, Chairman Book-Com., Dorchester, Mass.

Jeffersonville, Ohio, August 13, 1866.
I have carefully examined "Jarvis's Physiology and Laws of Health," and am highly pleased with it. It should have a place in every school-room, and in every family.

J. L. SCOTT, Prin. Union School.

Fall River, Mass., July 9, 1866.
I have examined "Jarvis's Physiology and Laws of Health," which you had the kindness to send to me a short time ago. In my judgment, it is far the best work of the kind within my knowledge. It has been adopted as a text-book in our Public Schools.

D. W. STEVENS, Supt. Public Schools.

University of Michigan, Ann Arbor, Mich., Feb. 14, 1866.
I have examined Dr. Jarvis's "Physiology" with care, more particularly because some works of the kind, designed for schools, are superficial, and some present extravagant and erroneous views, and am happy to find this work not only free from errors, as I believe, but full of correct information and sound instruction. It is precisely adapted to our High Schools and Seminaries. I think that all our youth, of both sexes, should study the subject, and have no hesitation in saying that this is the most thorough and satisfactory work of the kind that I have examined.

E. O. HAVEN.

It is a standard work by an educated man, and written in a style at once clear, practical, and instructive to all classes. The publishers have done a public good in issuing this attractive volume, and we hope a demand for it will spring up for copies by the hundreds of thousands, for it well merits it on account of its sterling value and the needs of the times.

Hall's Journal of Health, April, 1866.

Address

**A. S. BARNES & CO., Publishers,
111 & 113 William Street (cor. John), New York.**

Supplement to the Michigan Teacher, Feb. 1867.

Reply of Mr. J. H. Rolfe

To some incidental positions assumed in a very favorable criticism of Willson's Intermediate Third and Fourth Readers, which appeared in the Michigan Teacher for December, 1866.

FRIEND PAYNE:—Allow me a little space in your "*Teacher*," in which to refer, briefly, to one or two positions assumed in your "Notice" of Willson's Intermediate Readers, in the December Number. I desire to do this in the same candid spirit that evidently actuated you in the preparation of the article, and with the one single aim of vindicating the truth. Press of other business, that rendered it impossible to give a moment's time to the matter, alone prevented the preparation of this for the January Number; and even now I can only hastily sketch, in a rough way, what I would be glad to prepare with care.

1. You say "we are confirmed in this" (a previously expressed) "belief, by the fact that, in his *Intermediate Series*, Mr. Willson virtually abandons his system." Let us candidly inquire if he does. In a pamphlet first issued by the publishers, some four years since, Mr. Willson's "system" is thus stated:

"The leading objects aimed at in the preparation of the School and Family Series of Readers have been,

"1st. To prepare a Series that shall furnish all possible means which books can afford for correct and successful instruction in the *art of reading*, and, especially, for the formation of *correct* HABITS of reading at the very beginning of the pupil's course. Connected with these objects, the plan of the lessons in the early Readers involves, more than in any other series, the constant cultivation of the *perceptive* faculties, as being those which are first and prominently called into exercise in the Natural Order of Development.

"2d. To impart, as far as may be consistent with giving prominence to the *rhetoric* of reading, as great an amount and variety of interesting and useful information as possible. To this end the author has aimed to *popularize*, to the capacities of children, many of the Higher English Branches of study, especially the Natural Sciences and the Departments of Animal Life; and in order to impart interest and give variety to these subjects, he has sought to throw around them all the charms which poetry, and vivid description, and incident, and anecdote, and the best illustrations can lend.

* * * * *

"If we would make our schools real nurseries of intelligence, we must make them conform more to the character of intelligent families; and if we would impart *some* knowledge of the subjects here referred to—if we would open their beauties and treasures to *all the children* in our schools, and instruct the *teachers* in them also, and thereby incite to a more liberal and far more extended mental culture, it must be done through the medium of the *reading-books*, which *all* use. There is no other possible way of attaining the object in view; and if the reading-books can be made to subserve *this* end, while they fully answer their own legitimate purposes, they will possess thereby a double utility. Can any reading-books be made to secure this two-fold object—a complete adaptation to reading purposes, and instruction? Do Willson's Readers accomplish the desired results? That they do, the testimony which we offer in these pages seems to us full and satisfactory."

An examination of the books will, I think, clearly show, they are not, in any sense, an abandonment of Mr. Willson's original aim, but that they simply improve, and help to perfect the carrying out of his plan, and that

the publishers were right in giving the following exposition of the *design* of these books :

"Mr. Willson's new Third and Fourth Readers are designed, the former to be used between the Second and Third, and the latter between the Third and Fourth, Readers of his "School and Family Series," by those who wish additional reading-matter, of these *Intermediate* grades, for their pupils. These works are not intended to be substituted for the Third and Fourth Readers of the Regular Series, nor do they in any manner depart from the general plan and principles on which Mr. Willson's other Readers were written.

"Thus, although much the larger portion of the *Intermediate Third* Reader necessarily consists, from the grade which it occupies, of what may be called *miscellaneous* reading-matter, but little advanced beyond the similar lessons in the Second Reader, yet not only has the writer aimed to make the whole eminently *practical* in its teachings, but a number of easy lessons upon the metamorphoses, uses, habits, etc., of *Insects* have been introduced, designed as introductory to a more full exposition of the general subject in higher Readers.

"In the *Intermediate Fourth* Reader a great *variety* of interesting reading-matter is presented, and in such a manner as to illustrate, in a familiar way, the *different leading styles or kinds of English composition*, in both Prose and Poetry; while the *Notes*, which accompany the lessons, lead teacher and pupils to an analysis, not only of the *meaning* of the lessons, but of their *literary character* also. This new feature it is designed to carry still farther in a higher Reader. The last 48 pages of the work are devoted to a farther exposition of the subject of the *Insect World*, treating of American Insects chiefly, which are here accurately and beautifully figured, of the *natural size*.

"By the means thus presented in these *Intermediate* Readers, those pupils who leave school before they reach the most advanced reading classes may obtain an *easy introduction* both to the leading principles and characteristics of English composition, and to some important and interesting portions of Natural History; and all this without encroaching in the least upon the appropriate character of their reading lessons, or the main object of reading books."

2. You say "the child very well knows there is a studied attempt to teach him Philosophy, Chemistry, Botany, etc., under the guise of learning to read." The object in learning to read is two-fold: 1st, That the reader may be enabled to possess himself of the thoughts, emotions and sentiments of the writer; 2d, That he may be able so to utter the *words*, conveying these ideas, that the *listener* may obtain, through the *ear*, the same understanding and appreciation of them, as the *reader* does through the *eye*. The first part of this two-fold object—first in *importance* as well as in *order*—seems to be strangely overlooked in most efforts to teach pupils to read, and thus the exercise becomes mere word naming, without *thought*, and consequently without *interest*. But in carrying out his plan, as stated in the extract from the pamphlet referred to, Mr. Willson has aimed to provide for mixing "in *due*, that is to say in *large* proportion" both parts of this two-fold object, neither under the guise of the other, but both openly and fairly, as legitimate and necessary to the work in hand. And why should not this be so?

3. But you say, "we might suspect that such a systematic course of instruction would not admit of variety enough in the reading exercises, and that there would be an especial dearth of pieces of an emotional character." And, "especially are we confident that this plan fails in presenting that variety of reading matter which is absolutely necessary in order to hold the attention, and arouse the emotions." An experienced educator, who took time carefully to compare Willson's with all the other Series in extensive

use, has assured me, again and again, that they have greater *variety* than any other series, and this seems to be confirmed by the fact, that while Hillard's Sixth Reader has selections from only 100 different authors, Parker and Watson's Fifth Reader from about 130, and Sander's Union Fifth Reader from 150, Willson's Fifth Reader has selections from over 200 different authors.

4. But you say, "We think experience in the use of the books, in which Mr. Willson's original plan has been rigidly carried out, has verified the positions stated." Here we come to the *real* issue. The *true test* of a school book is its use in the school room; if it fails there, the verdict must be against it. But just here, in this practical test, is shown the great strength of Willson's Books. More good things have been said of them, by those who have used them, and observed the results of their use by others, during the six years they have been before the public, than have been said of all the other series extant, during the past 25 years. Allow me to present a very few from the vast number at our disposal.

And first take New York, where the books are paid for by the city, and the teacher allowed to select from some eight or nine different series, accountable only for the results, as shown by the annual examination by the Superintendent and his assistants.

The following question was submitted to the Superintendents:

"In the examination of the schools under your superintendence, in which there are so many series of Readers in use, have you discovered any *comparative deficiency in elocutionary reading* in those schools or classes where Willson's Readers are used?"

To which Superintendent RANDALL replies:

"In reply to your inquiry, I have to state that in the examination of the schools under my charge, among the great variety of Readers in use, *I have never discovered any comparative deficiency in elocutionary reading in those schools or classes where Willson's Readers are used.*"

Mr. KIDDLE replies:

"I would state that the undersigned has *not* noticed any comparative deficiency in elocution or reading in the numerous classes which are now instructed by means of the Readers to which you refer. On the contrary, I have uniformly found these classes as expert and proficient in the art as any I am required to examine."

Mr. JONES replies to the same effect.

And hear what a few of the teachers say:

SYL. G. PENFIELD, *Principal of Grammar School No. 8*, says:

"I have used Willson's Third and Fourth Readers in my school for the past four years. I am pleased to say that the scholars, while acquiring the very valuable scientific information contained in them, have also shown great improvement in reading and elocution.

At the successive examinations made by the City Superintendent and his Assistants, the classes using Willson's Readers have exhibited as great proficiency in elocutionary reading as those using any other Readers.

I am satisfied that whenever fairly tested Willson's Readers will always prove a success."

ARTHUR MURPHY, *Principal of Grammar School No. 16*, says:

"Willson's Readers have been used in this school for nearly two years, with more than ordinary success. In the amusement and instruction afforded to children no other series can compare with them.

I have used nearly all the prominent "Readers" now in the market, and have had at least as good success in teaching elocution with Willson's Readers as with the books of any other compiler. The best reading-class in this school was trained in Willson's Fourth Reader."

LA FAYETTE OLNEY, *Principal of Grammar School No. 14*, says:

"Willson's Third Reader has been used as a text-book in one of the classes of the school under my charge. Such is the interesting character of the matter it contains, and the variety of reading it embraces, that it attracts and secures the attention of the pupils and produces the most satisfactory results.

As a proof of this, and as an evidence of the merit of the book, I deem it justly due to state that this class showed a greater proficiency than any other class, in the Department, in Reading, Spelling, and Definitions, and obtained the highest mark in the same at the recent examination by the Assistant Superintendent."

J. ELIAS WHITEHEAD, *Principal of Grammar School No. 38*, says:

"We have used Willson's Readers in three classes of this school, and bear willing testimony to their excellences as reading-books.

I am free to say that they contain a great amount of useful information not generally found in reading-books, and that they have developed, to a very great extent, the elocutionary reading of our scholars. In this respect the classes in my school using these Readers compare favorably with those using the Readers of any other series."

In entire accordance with this testimony of the Superintendents and teachers of the New York City Public Schools, comes the fact that the extent of their use, therein, increases rapidly from year to year, as is shown by the following figures:—In 1863, there were used, in those schools, 3,067; in 1864, 9,982; in 1865, 12,467; and in 1866, over 21,000 of these books.

Take next the opinion of a few of the County Superintendents of Illinois, who have for years been engaged in visiting schools, where Willson's as well as other Series are in use.

MR. J. H. KNAPP, *County Superintendent of Knox County*, says:

"After close observation of the use of Willson's Readers in this county, I am still of the opinion that they are the best series published. The unanimous testimony of our teachers also confirms me in my views. I am sure they bear well the test of the school-room."

MR. S. B. ATWATER, *County Superintendent of Mercer County*, says:

"I have found a great difference in the advancement of reading-classes using different books, and that difference is much in favor of Willson's."

MR. B. G. HALL, *County Superintendent of Stark County*, says:

"Wherever Willson's books have been used, they give satisfaction. And the longer they are used, the better they are liked."

Take again the opinion of a few teachers of Union and District Schools:

MR. FRANK H. HALL, *Principal of Union School at Earleville, La Salle Co., Ill.*, says:

"Willson's Books have been introduced with satisfaction to all concerned. They stand the test of the school room better than any Readers I have ever before used. Those teachers who are not pleased with them (if there are any such), do not know how to use them."

Miss Sarah E. Beers, a graduate of the Illinois Normal University, introduced Willson's books, and used them for four years in a District School near the University. Being called home to take care of her aged parents, Miss Sarah M. Leal, another teacher trained in the University, took her place. She says:

"I never before saw a school of so good readers, not even the model school in the Normal University, and most of the pupils never used any other books except Willson's."

MR. O. B. CURTIS, of Sturgis, Mich., says:

"School never in better condition. Willson's Readers work like a charm."

But why go on giving specific testimony? Go into any schools where the same principals are in charge who had charge before Willson's were adopted, and ask them the results. For instance, inquire of Professor J. A. BANFIELD, of the Marshall schools, or Professor E. A. STRONG, of the Grand Rapids schools, in your State, and you will assuredly be informed that much better results are secured now than with the former books. Or examine any two good schools (for instance your own and that of your Associate Editor, Prof. WHITNEY), one using Willson's and the other using some other series, and you will find that the classes in the school where Willson's are used are more interested in the reading exercises than those in the other, and that they read in an easier, more natural, and more pleasant manner than the others. I do not mean to say there may not be exceptions, but I do mean to say the general rule will be as I have stated. I have taken special pains for some years to test these questions, and I am confident I am not mistaken.

But excuse the length to which this discussion has been drawn out, for I have not time to condense it as it should be. My main regret is that I have been unable, from press of other business, to give the time to it that the best interests of the schools require should be given to the great questions involved.

J. H. R.

ILLINOIS TEACHER.

VOLUME XIII.

APRIL, 1867.

NUMBER 4.

PRIMARY INSTRUCTION.

A SUCCESSFUL agriculturist, who had reaped bountiful harvests for many a year, while most of his neighbors had often been afflicted with 'short crops', being asked how he accounted for such partiality from Providence, replied, "I do *my* part and God does his. I put in my crops seasonably and properly, and my *industry* and thoroughness have been rewarded. That is the only partiality I am aware of." Shallow culture will not produce heavy harvests. It was upon the *spring labor* of the farmer that success depended. He did not expect to see his grain bending with its own weight till long after he had *thoroughly* done his part.

Equally do the direction and extent of the mental development of most people depend on the kind of primary instruction received. It is like the spring work of the farmer, and needs to be *thoroughly* done to produce a good return. If he hurry the planting of his crops, doing his work poorly, Providence will not be partial to him. It is a universal belief that the early training of children shapes their future.

"As the twig is bent the tree is inclined."

A successful educator once said, "*Start*, and you have accomplished half the race." In the education of children this is undoubtedly true; for, if not started, they will never become educated. If *carried* by the teacher in the first stages of their development, they will soon be dropped in despair as a useless burden.

A lady who had been much with children, and had been successful in training them, once said, "Give me the exclusive control of little ones from two to six years of age, and I will risk their futures, whatever influences may be brought to bear upon them." Though we may accept this with some allowance, yet it contains a truth which should not be ignored—the power of primary instruction. It is the prophecy of their future. It is the force which impels to a generous and

noble development, or which fetters the powers with a life-long imprisonment. It lights the eye with the pleasure of a natural and healthy growth of manhood, or makes it lustreless with inanition. How important, then, that it be of the right kind: that the direction given to children be such as will lead to their highest development in after years!

That it may produce the highest results, the teacher needs to come into personal contact with every one of her pupils. The child can not appropriate instruction of itself, like one who is older, and hence needs a closer intercourse with the teacher. It has been observed that acquaintance with the families, and a personal knowledge of one's pupils in their homes, would very greatly facilitate the child's progress, and awaken a thirst for knowledge. The reason of this is evident: such acquaintance would throw the teacher and pupils into actual contact, and an individuality would be educed that could be brought out in no other way, a knowledge of which would be serviceable to the instructor in her every-day work. But with the overcrowded primary schools of Chicago such attention is wholly impracticable. Each teacher has from 60 to 120 pupils, who are to be taught from cards, the blackboard, books, and orally, till they can readily pronounce ordinary words, read with some expression the lessons of their books, tell somewhat of the things about them, and perform mathematical calculations with tolerable celerity, in a time varying from three to ten months. Now if the mere calling of words and the telling of what they see, as *given*, or rather *poured* into them by the teacher, be *all* that is required, then the number of pupils they now have is not too great, nor the time in the grade too short. It has been said that children can comprehend only the mechanical part of knowledge, and if taught that, they will grow up into ideas at some future time, and therefore no effort should be made to teach any thing else. But the fallacy of this position is apparent from the admission that *he grows up into ideas*. Words and forms become useless, unless they are the representatives of ideas, and are forgotten: he repudiates them, and seeks for that which they represent, from the necessities of his experience. Why not, therefore, when first presented, associate the one with the other?

With the number of scholars in a division which we now have, it is exceedingly doubtful whether more than the mechanical part can be taught; but when it is remembered that habits formed here last through the graded course,—nay, through *life*,—it seems that something ought to be done to break the routine and develop originality on the part of pupils. If they were so taught that they could produce rather than absorb knowledge, from the Tenth Grade up, they would probably be a little longer in going through the grades, but would come out furnished with an invaluable amount of method, discipline, and intelligence. If started and continued in the primary grades with

the idea that their minds are like vessels covered with adhesive surfaces, which are to be warmed by a little attention, and while warm words and tables applied, they will pass through the Grammar Department with the same indifferent receptivity, with little or no extension of surface,—every thing learned one day covering up or crowding off what was learned the previous day; and, unless some great mental convulsion take place to break this surface, they will never know any thing save what has just been seen, and if some unaccustomed problem be presented, will be totally unable to grapple with it, and they will pass from the school into the world with no preparation for the work and cares of life.

Large classes necessitate general and concert exercises, and preclude individual attention. It is then impossible for the teacher to adapt instruction to each pupil so as to call forth his individuality: as a consequence, she remains comparatively ignorant of his peculiarities, and if called upon to state how she could best reach his mind, would be unable to give any definite idea. She becomes fatigued with the dull, dragging routine of the programme, and tries only to prepare her classes for a fair examination, conscious, probably, that the work she is doing is to furnish a strait-jacket for them, but ignorant, perhaps, of the amount of effort, both from without and within, that must be put forth to rend this fabric and free the imprisoned mind. It is very difficult to keep a large division constantly employed: the teacher must needs examine their work, correct, criticise, and direct their efforts, or they become careless and indifferent, and try to do meanly rather than well. If not fully employed, they become idle, indolent, and uncontrollable. A teacher should therefore have only so many pupils as she can understand, keep constantly employed, and lead to produce, in a great measure, the very things they are endeavoring to learn. They will remember what they think out for themselves, and make it their own; but what is 'poured' into them will in some way disappear.

Suppose we notice, for a moment, a method of teaching the use of letters and words to a class in the Tenth Grade who have never before been to school. They stand before the teacher, and their attention is gained by some simple story of a cat: she points to a picture of one on the card, and asks what it is, and they at once tell her; they are then required to pronounce the word several times very slowly, their attention being called from the object to the sounds of the word; next the first sound is made, and repeated till the organs of speech are under some control and the sound fixed in the memory; then the letter representing the sound is carefully noticed, and is printed on the board in various combinations, each time found by the pupils and its sound made. In the same manner, the other letters of this and other words are taken up, and in a very short time every pupil will be able

to pronounce most of the ordinary words of three or four letters. But the class is not ready for promotion: they have only learned *words*, not *ideas*, which the teacher next calls for, and not a word is given that is left unassociated with a simple and practical meaning, mostly derived from the pupils themselves. By pursuing some such method, a broad foundation for a liberal education will be laid, a thirst for knowledge generated, and a great amount of general intelligence evolved, which will make all subsequent learning practicable, and prepare the child for the exigencies of life. Such training will lead pupils to exhaust, in a great measure, every topic they consider; they will learn to observe, to combine their observations, and to draw conclusions, thereby developing at *once* both the perceptive and the reflective faculties.

By the same natural plan mathematical calculations may be educed, and, before the pupil is aware, the tables are understood and made, not committed and copied. It has been the custom of many teachers to have them learned, and repeated by their pupils severally and in concert, forward and backward,—a good exercise, no doubt, in its way, but of no practical value whatever, as no knowledge of combinations is learned: it is like committing and repeating a column of words from the spelling-book, the meaning of not one of which is known, and of whose use there is not the slightest idea.

In the work of the school-room there should be found many actual transactions known to the pupils, that their mental efforts may seem to have some real connection with the life about them, and that they may become familiar with the every-day calculations of life. Spencer, one of the most original thinkers of our time, says, "The child should become accustomed to those exertions of body and mind which will in future life be required of it. Education means this, or nothing." But such education requires *individual contact* of teacher with pupil. The success of Arnold lay in the fact that he made his pupils produce, so far as possible, what they learned, and that his great intellect and heart were open to every one of them for sympathy and direction; and the tributes paid to his memory by some of the greatest statesmen of England, who had been under his tutelage at Rugby, are not surpassed by the eulogies upon the lives and characters of the greatest and best who have departed from earth.

Again: the character of the pupil is undergoing the same formative process as the mind. The efforts of the latter in its progressive stages are easily seen: the evolution of the former is more concealed, and needs a discriminating mind to detect it. If, then, the education of the mental faculties requires individual contact, much more does the formation of character. The success of the Sabbath School is one of the best evidences of the fruitfulness of the practical working of this idea. It has resulted in the conversion of thousands who were

thought too young to know what was meant by love to God and man. To direct and form the characters of a company of children requires a careful survey of their organisms, and an opportunity to bring to bear upon each one an influence which will lead him to act from right motives, and to give exercise to their *moral* faculties in such a manner that each will grow into manhood. But with divisions of from sixty to one hundred pupils this is impossible, except in a general way. The teacher can hardly tell the good points of their characters, and would be unable, if asked, to determine what kind of discipline would be needed, or what instruction should be given to educe a strong and symmetrical one.

If we would make a child a good pianist, we train his ear with musical sounds till it becomes so accurate that the least variation is perceptible; at the same time the muscles of his arms are brought under perfect control, and the mind is made intelligent of the science: the theory and mechanism of music are learned at the same time, while the ear instinctively directs the fingers, which are moved by an intelligent will. That is, the faculties necessary to make a good artist are called into and kept in action, under the direction of a teacher. So the school should be a place where *all* those faculties which will be called into requisition in life can be *exercised and trained*. If we would make a child a man, we must afford him opportunity to put in practice the principles of manhood. He must learn to *control himself*, being allowed to be his own master as *much*, not as *little*, as possible. The child should be exercised *most* in that with which he will have most to do when a man. Who can say, then, that those children who are kept from freedom of thought and corresponding action by undue restraints do not become the most desperate of men when restraint is removed?

The development of the *moral faculties* should receive early attention. They are a motive power which calls into exercise every other faculty of being, and needs only to be guided to become a most efficient agent in the work of education. If we wish to secure the highest good of the children, we can do so in no better way than to make them able to discriminate between right and wrong, and generate in them a desire to choose the right; then will the whole weight of their minds be thrown in the direction of improvement.

The Primary Department, therefore, is second to no other in its influence upon the race. Whatever affects its instruction affects the world, whose destiny is in the hands of those who train the young mind and heart. How necessary, then, that the best talent be secured for this sphere, and that abundant opportunity be given for the exercise of every faculty. Many feel that it is working in a low position to teach in the Eighth, Ninth and Tenth Grades; but it seems to me that *success* in these grades requires more insight of character, more tact, and more study and research for methods of instruction, than

would be required in the others. No exercise can here be brought forward with profit to the scholars that has not been carefully prepared beforehand by the teacher. Her instruction being largely oral, she must give it *form* and naturalness: she must throw into it a spirit and enthusiasm which will arouse their minds and hearts with eagerness for the acquisition of knowledge, and completeness of character. She reproduces in them her own desires and aspirations, and in a great measure her own moral condition; and she is unwilling that they shall be misguided and injured by any failings she may possess, and makes great effort for self-development. Thus is such a position not only a most *important* one, but it is also an incentive to a higher development of herself, considering, as she does, the worth of the souls she directs, and always remembering that

"The mind, impressible and soft, with ease
Imbibes and copies that she hears and sees,
And, through life's labyrinth, holds fast the clew
That first *impression* gives her, false or true."

ARE OUR SCHOOLS GOOD ENOUGH?

THIS question is one of the most practical, if applied to schools of the first grade in our state,—those in which attendance and scholarship are the best, and which justly receive high commendation; but to make such an inquiry respecting the educational efforts in some sections, where the dark inheritance bequeathed by the slave-driver has not yet sunk beneath a superior civilization, would be quite absurd. While we give due credit for all that has been done any where, we claim that great advancement is called for, that great inroads are being made upon existing deficiencies, and that these efforts are to continue.

There are some reasons more salient than others which tend to deteriorate the school, which deserve a passing notice; and we beg leave to be excused, if we do not make the teacher responsible for much that is wanting and that will eventually be reformed. The teacher has his work in the cause: he will do it; let others do theirs, and the end will be reached.

The want of good school-accommodations is an evil to which sufficient prominence has not been given. Some of our cities boasting a good school-system do not furnish seats for all the pupils who wish to attend school. It is the plain duty of the school-board in such a case to 'cry aloud and spare not', and obtain immediately a comfortable seat for every one who is entitled to admission. Again: some school-

boards are content to house innocent little children in damp basements, where a really intelligent farmer would not stable his cattle.

Great efforts are made in some localities, and many thousands of dollars are expended, or rather wasted, on a wonderful pile of architecture, and then every thing comes to a dead stop. To go on beautifying and adorning the premises would be foolish, as too much has been spent already. An official in one of our prominent cities lately declared that, sooner than spend a single dollar on a house yet unfinished, he would rather see the lightning fall from heaven and burn the building. There are many such men controlling educational interests. The ventilation and warming of school-houses are much neglected. The architects who construct the houses state that all works perfectly, but the facts of the case are not so satisfactory. The furniture is generally inferior, the result of the stingy meanness of some committee-man whose business is, not to promote education, but to do things as cheaply as possible. Through the influence of such men, school-rooms are much too small, containing too little air, and the seats are made double, causing much unnecessary discipline. All this a good teacher would and does say is poor economy; but is he heard? Occasionally he is, and the right is surely to prevail; but the grain he sends to the mill of the gods will be ground long after the teacher is gone where the wicked cease from troubling. How many teachers suffer from ulcerated throats and other diseases caused by ill-constructed school-houses, and how many pupils there lay the foundation of disorders that carry them to a premature grave, are questions to be answered in the next world; but enough is known to excite any one not sordidly selfish, and as ignorant as selfish, to investigation and action. Very few school-houses are good enough, and a few fine houses are not sufficient. Every pupil in the town or city should have a good seat in a room well warmed and thoroughly ventilated.

Great reform is needed in the course of study in our first-class schools. Our books are a goodly inheritance, having been handed down without much valuable alteration from our grandfathers. Take notice, we say valuable alteration, not a patch here and a daub there, altering the appearance without changing the substance. What a world of rubbish in our arithmetics. Our fathers learned a useless table or rule, and we follow in their footsteps. Reader, did you ever take a common school Arithmetic and apply the searching question *Cui bono?* to each page? The English Grammars are made up of the same old Latin and Greek polysyllables. These words of learned length and thundering sound are truly to us this day a source a great amazement, as we see the result of their use, in a city school, by teachers and pupils of average advantages and abilities. How few teachers know that the real difficulty in teaching Grammar consists in its—to the young pupil not yet through college—horrid vocabulary.

Those officials whose duty it is to examine, hire,—yes, hire, as you do the most ignorant menial,—and control teachers are responsible for much that is good, and also for much that is evil, in our public schools. How often is the good teacher retarded by unenlightened school-officers, and how many stupid ignoramuses are sent out by examiners to gain by impudence what they do not deserve and should not receive. Many of our best teachers are kept on low salaries, and forced to quit the profession, through the incompetence and neglect of inefficient school-committees. School-officers are chosen by the community, and, although in the advance, are still an index of the community, and represent the evils of society, as the teacher finds frequently to his cost and bitter disappointment. In many instances the politician takes charge of school-affairs, because they are public, and therefore fall to the lot of this self-appointed conservator of the people's interests. The politician and the pickpocket both have busy hands; but in morality and all that is ennobling we must give precedence to the latter. Those places having a competent board of education possess one of the most important elements of success in carrying forward free education; and teachers who are so happy as to labor under their direction have every reason to rejoice, for the 'lines have fallen to them in pleasant places'.

To be brief, the proper standard is that 'the schools be open to all, good enough for all, and attended by all'. To attain this, the community must be greatly elevated. The pulpit, the press, and the good citizen, must come to the aid of the teacher. It is utopian to expect the best results until a higher civilization characterizes our population. If what is here advanced is true, it should arouse the reformer with his undying spirit of inquiry, agitation, and aggression, to press forward. Victory may not be his; but if he endure hardness as a good soldier, his reward is certain.

RUTLAND.

"If happiness hae not her seat
And centre in the breast,
We may be wise, or rich, or great,
But never can be blest.
Nae treasures or pleasures
Could make us happy lang,
The heart 's aye the part aye
That makes us right or wrang."

A PRINCIPLE pointed with fact and feathered with fancy, and shot from the bow-string of a great intellect, is the mightiest weapon under the sun.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

NEGATIVE QUANTITIES.

It must be admitted, we think, that quantities preceded by the sign *minus* have not only a *real* value, but also a *constructive* value. *Zero* seems to be the starting-point—the point from which we reckon. In the *plus* direction, there are an infinite number of quantities, obeying the general law of increase. So in the *minus* direction, there is an infinite series of minus quantities, obeying the same general law of *increase*. Furthermore, the corresponding terms of the two series are *absolutely equal* as regards quantity.

Start from the Equator and travel north 10 miles, and how is it to be regarded? *Plus* ten. Travel south 10 miles. How now is it to be interpreted? *Minus* ten. In circles, what are the expressions to represent sines, cosines, tangents, cotangents, etc., in the different quadrants? In ellipses, hyperbolas, and parabolas, how do mathematicians regard abscissas and ordinates drawn in different quadrants? In Astronomy, what mean *north* and *south* declination, *north* and *south* latitude? The *plus* and *minus* signs in these examples indicate simply *opposition*.

Again, let it be required to subtract 16 from 12. It can not be done: it is an impossibility. The *less* will not contain the *greater*; hence you can not take the greater from the less. What is to be done? Merely to resolve 16 into parts, thus, $12+4$, and subtract what we can, placing the *minus* sign before the *four* units not yet subtracted, -4 . How interpret -4 ? It signifies an *unperformed* subtraction. *Query*: Have the *four* units become *any* less by having the operation of subtraction *indicated*? In this case the *minus* sign plainly indicates *an operation*.

There is a difference between $+a$ and a . The former signifies an operation to be performed; the latter simply a units. So, also, there is a difference between 4 and -4 , when each is taken by itself. So much being premised, we are now ready to discuss whether $-5 > -9$.

First, then, we will submit the demonstration of N. C. N., taken from the Teacher for March. "If -5 be not greater, it must be either equal to or less than -9 . If it be equal, then will $-5+13=-9+13$, which, reduced and transposed, gives $4=8$, or the half of a quantity equal to the whole of the same quantity, which is absurd. If -5 be less than -9 , then $-5+13 < -9+13$, or, reducing, $8 < 4$, the whole of a quantity less than its half, which is also absurd. Hence, since -5 is neither equal to nor less than -9 , it is evident that it must be greater."

In the outset, we will state that we believe algebraists are *wrong* in

asserting that $-5 > -9$. The contrary proposition we believe to be true, $-9 > -5$. We apply ourselves to the task of showing the fallacy in N. C. N.'s reasoning.

The nature of *plus* and *minus* quantities, when brought together and incorporated, is to cancel a number of units in each, equal to the smallest quantity. This is necessarily the result, because *plus* and *minus* are opposites. N. C. N. proves that -5 is not equal to -9 , which we admit. Let us now consider the reasoning where he attempts to prove that -9 is not greater than -5 . It is an axiom that adding *equals* to *unequals* the results will be unequal. Let us add 13 to both members of the inequality, $-9 > -5$, by adding *one* first, then another, and another, until 13 units have been added. Mark the result. Cancellation continued in the right member until 5 units had been added; then it ceased and *plus* units commenced to aggregate in this member. In the left member, cancellation does not stop at 5, but continues until 9 units have been added; then it ceases, and the *plus* units commence to aggregate in the left member. Hence, for this reason, the sign of inequality should be reversed. Which cancels the greater number of *plus* units, -5 or -9 ? Evidently -9 . Therefore $-9 > -5$.

Again, -9 is greater than -5 , all the algebraists in the world to the contrary notwithstanding. In the Higher Mathematics, it is so considered by every body. *Proof*: the square of a *less* quantity can not exceed the square of a *greater* quantity. Let us square both members of the inequality, $-9 > -5$. The result is $81 > 25$. Hence $-9 > -5$.

Once more. If the *first* antecedent of a proportion is greater than the *first* consequent, then the *second* antecedent will be greater than the *second* consequent. This results necessarily from the comparative size of quantities. Take the following proportion: $9:5:: -9:-5$. *Plus* 9 is greater than *plus* 5. Therefore, $-9 > -5$. Q. E. D.

We have seen an article on the subject of *negative* quantities in the New-York Teacher, which we would be glad to publish; but our limited space forbids.

PROBLEMS AND SOLUTIONS.

PROBLEM 10. Required, the value of x in the equation
$$\frac{\frac{1}{x}\sqrt{\frac{1}{x}}}{1\sqrt{x+3}\sqrt{\frac{1}{x}}} = \frac{1}{10}$$

M. S.

11. Required, the probability of drawing all the aces out of a pack of cards in four successive draws.

ARTEMAS MARTIN.

12. Find x , y and z from the equations $x+y+z=12$, $x^3+y^3+z^3=288$, $x^6+y^6+z^6=50816$.

ARTEMAS MARTIN.

13. Find x , y and z from the equations $xy(xy+x+y+1)=72$, $yz(yz+y+z+1)=120$, $xz(xz+x+z+1)=240$.

ARTEMAS MARTIN.

SOLUTION 4. Squaring the first equation, $x^2 - 2xy + y^2 = 9$...[3]. Now let $x + y = s$, and $xy = p$; then [2] and [3] become $sp = 308$...[4], and $s^2 - 4p = 9$...[5]. From [4], $p = \frac{308}{s}$...[6]. Substituting in [5], clearing of fractions, and transposing, $s^3 - 9s = 1232$...[7]. Multiplying [7] by s , and then adding $121s^2 + 3136$ to each side, we have the quadratic $s^4 + 112s^2 + 3136 = 121s^2 + 1232s + 3136$...[8]. Extracting the square root of [8], $s^2 + 56 = \pm(11s + 56)$...[9]. Using the upper sign, $s = 11 = x + y$...[10]. Substituting in [6], $p = 28 = xy$...[11]. From [10] and [11] we readily find $x = 7, y = 4$.

ARTEMAS MARTIN.

Put $y = vx$; then $x - vx = 3$, or $x = \frac{3}{1-v}$; $\therefore x^3 = \frac{27}{1-3v+3v^2-v^3}$, $vx^2(x+vx) = vx^3 + v^2x^3 = 308$; or, $x^3 = \frac{308}{v^2+v}$. $\therefore \frac{27}{1-3v+3v^2-v^3} = \frac{308}{v^2+v}$...[1]. Clearing of fractions and transposing, $308v^3 - 897v^2 + 951v - 308 = 0$...[2]. Factoring, $(44v^2 - 103v + 77)(7v - 4) = 0$...[3]. Putting the second factor $= 0$, we have $v = \frac{4}{7}$; $x = \frac{3}{1-\frac{4}{7}} = \frac{21}{7-4} = \frac{21}{3} = 7$; $y = \frac{4}{7} \times 7 = 4$. Putting the first factor $= 0$, we find by Quadratics other values.

MORGAN STEVENS.

5. Let $x = A$'s rate per hour, and $y = B$'s. Then $20x =$ distance A had traveled when he met the drove, and $20y =$ distance B had traveled up to same time. $\frac{184-20x}{2} =$ time occupied by drove traveling to meet B after being passed by A: $y\left(\frac{184-20x}{2}\right) =$ distance traveled by B during same time. $\therefore y\left(\frac{184-20x}{2}\right) + 20y = 216$, and similarly, $x\left(\frac{208-16y}{5}\right) + 16x = 192$. Reducing, we have $56y - 5xy = 108$, $72x - 4xy = 240$; whence $x = 4, y = 3$.

O. S. W.

Solved also by Artemas Martin.

7. Let $x =$ miles A travels per hour. Then $\frac{147x}{13} =$ distance B travels, $\frac{147x-75}{13} =$ distance A travels, $\frac{147x-75}{108} = B$'s rate per hour. Since both A and B travel the same length of time, we have $\frac{147x-75}{13x} = \frac{147x}{13} \times \frac{108}{147x-75}$, or $(147x-75)^2 = 147(108x^2)$, and by evolution, $147x-75 = 126x$. Whence $x = 3\frac{1}{3}$, A's rate, and $\frac{147x}{13} = 4\frac{1}{3}$, B's rate. A travels $34\frac{1}{3}$ miles; B travels $40\frac{1}{3}$ miles; the whole distance is 75 miles. Since the courier travels as fast as both A and B, and starts after they have accomplished $\frac{1}{4}$ of the journey, when they meet he will, of course, have traveled $\frac{3}{4}$ of the entire distance, and will therefore be $\frac{1}{4}$ of 75 miles, $= 18\frac{3}{4}$ miles, from D.

O. S. W.

NOTE.—There is a mistake in solution of Prob. 9, published in the Teacher for last December. Page 390, last line, for $BD = BC - CD$, read $BE = BC - CE$.

QUERIES.

QUERY 10. Why is a series which increases or decreases by a common difference called an *Arithmetical Progression*?

11. Why is a series which increases by a constant multiplier or decreases by a constant divisor called a *Geometrical Progression*?

11. When was the *Magnetic Needle* invented, and who invented it?

13. Will there be a full moon in February, 1904? ARTEMAS MARTIN.

The Michigan Teacher for March, under the head of 'Notes and Queries', proposes the following: "When inches are multiplied by feet, the product is what kind of inches?" "When inches are multiplied by inches, what kind of units of square measure are the seconds of the product?"

We perceive that these questions were propounded by our old friend, 'Z. T.' By their statement, it seems to be taken for granted that inches can be multiplied by inches, and feet by inches. In our opinion, feet can not be multiplied by inches, or inches by inches, no more than bushels can be multiplied by bushels, or men by ducks. How interesting it would sound to say 4 *ducks* times 6 *men*!

[Letters from correspondents will be attended to next month.]

SCIENTIFIC NOTES.

PETROLEUM FORMED FROM SEA-WEED.—This theory of the formation of rock-oil has been advanced by Professor Wilbur, of Hamilton, Canada-West. His idea is that petroleum has had its source in marine vegetation, just as coal has been derived from terrestrial plants. Few persons have an adequate idea of the immense growth of sea-weed in the ocean. After their term of growth was completed, they became detached, floated off, and finally sunk to the bottom. It is a received opinion among geologists that this portion of the North-American continent has once been the bed of a salt-water ocean. The ocean-floor, it must be remembered, was not level, but had throughout its whole extent deep hollows and ridges. It was, of course, in these deep hollows that these seaweed deposits would find their last resting-place after long tossing about in the waves and ocean-currents. In this way it would come to pass that they would not be evenly distributed over the bottom, but only in these hollows or pockets. Mean while the deposit of solid stratified rock, or what afterward became such, was going on, and after untold ages these masses of sea-weed became covered up to various depths. He considered it no very unreasonable or unscientific supposition that the masses of oily, carbonaceous matter should, under certain circumstances, take the form of oil, of a liquid hydro-carbon. Scientific Amer.

.....THE State of Nebraska produces 25 native varieties of the plum, and 3 varieties of the gooseberry. One variety of the plum withstands the attacks of the curculio, and yields abundantly.

.....THE elevation of the surface of Lake Superior above the sea is 600 feet, that of the other upper lakes 578 feet, yet their great depth places their beds, except that of Lake Erie, below the surface of the ocean. These immense reservoirs, Lake Ontario included, contain nearly one half of the known fresh water on the globe. Scientific American.

.....PROF. BENJAMIN PIERCE, for many years Professor of Mathematics at Harvard, and one of the best mathematicians in the country, has been appointed to the Superintendency of the Coast Survey, recently made vacant by the death of Prof. Bache.

.....A MISSOURI blacksmith has prepared a horse-shoe for the Paris Exhibition, made of raw ore from Iron Mountain. Half the shoe is finished, and the other half shows the ore as it is dug from the mine.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, *Springfield, Ill., April, 1867.* }

VERY few changes were made in the School-Law by the last General Assembly. They are all embraced in the following act:

AN ACT TO AMEND AN ACT ENTITLED AN ACT TO ESTABLISH AND MAINTAIN A SYSTEM OF FREE SCHOOLS IN THE STATE OF ILLINOIS, APPROVED FEBRUARY 16TH, 1865.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That, in order to enable County Superintendents of Schools to discharge their duties with greater efficiency, they shall be entitled, in lieu of the per diem now allowed by law, and exclusive of commissions, to be paid semi-annually from the county treasury of their respective counties, as compensation for their services, the sum of five dollars per day for services actually rendered: *Provided,* That the provisions of this section shall not apply to Cook county.

SECTION 2. The clerk of each Board of School Directors shall report to the township treasurer of the proper township, on or before the first Monday of October, annually, such statistics and other information in relation to the schools of their respective districts as the township treasurer is bound to embody in his report to the County Superintendent, and the particular statistics to be so reported shall be determined and designated by the State Superintendent of Public Instruction.

SECTION 3. When a school is composed of pupils from different townships, the teacher shall, in all cases, be paid by the treasurer of the township in which the school is taught, and the duty of collecting the amount due from the other townships shall devolve upon the directors.

SECTION 4. All returned soldiers, who, during the late war, entered the army while in their minority, shall be allowed to attend, free, any public school in the districts where they severally reside, for a time equal to the portion of their minority spent in the military service of the United States.

SECTION 5. All acts and parts of acts in conflict with the provisions of this act are hereby repealed. This act shall take effect and be in force from and after its passage.

Approved February 28, 1867.

The first section of the act is of very great importance. It realizes what I have labored for from my first entrance upon the duties of the superintendency, namely, an approach to a reasonable compensation to County Superintendents of Schools. The first section as originally drawn provided that no County Superintendent should receive less than one thousand dollars per annum, or more than twenty-five hundred dollars; the salary between those extremes to be determined by the population, territory, and number of schools in the respective

counties. That would not have given those officers as much pay as they ought to receive, but much more than they had previously received, and I supposed that it was the best that could be done, and feared to risk all by asking for more. But, to my great surprise and pleasure, the section was so amended as to give County Superintendents *fifty per cent. more* than they would have received under the original draft, for which the legislature have my profoundest thanks. Under the first section before it was amended, three-fourths of the County Superintendents of the state could not have received more than one thousand dollars per annum; a very few would have received about fifteen hundred dollars, and one only would have received the maximum of twenty-five hundred dollars; while under the section as amended, they may *all* receive over fifteen hundred dollars per annum, by devoting their whole time to the duties of the office, which will no doubt be very generally done. The effect of the amendment is simply to repeal the per diem provisions of Section 71 of the general law (which allowed Superintendents three dollars per day for not more than two hundred days in any one year), and to substitute five dollars per day for services actually rendered, be the number of days more or less. I congratulate the friends of common schools, and especially the County Superintendents, upon a result so much more liberal than we had ventured to expect. The compensation is still too small: no man is fit to stand at the head of the teachers and common-school interests of a county whose services are not worth two thousand dollars a year; and if the people see fit to place an incompetent person in that position, both the fault and the remedy are with them. It must also be remembered that a heavy per cent. of the income accruing for services rendered in visiting schools, etc., must be deducted for the expenses necessarily incurred. But, although still inadequate, the pay allowed by the amendatory act is a most encouraging advance upon any legislation that we have heretofore been able to secure, and is an auspicious omen for the future. The day, it is to be hoped, has gone by for skilled and efficient educational labor to be expected without a reasonable compensation. That policy has too long been pursued, to the constant detriment of the educational interests of the state. The same laws apply to all important human enterprises and spheres of labor. If good and efficient workmen are wanted—liberal pay will secure them; and the attempt to obtain the one without the other is not only a blunder in policy, but a breach of honor. No interests demand close and watchful supervision more imperatively than those of public education, and, whatever those who have not reflected upon the matter may think about it, no others are more important. If the people choose, they may, in every county of the state, select the best-qualified and most experienced educational man for the office of County Superintendent of Schools. Let this be done, and no proposition is more

demonstrable than that it is true economy—an actual saving of dollars and cents—to pay him a sum that will justify him in devoting his whole time to the duties of the office. Again I congratulate the Superintendents of the state upon the good beginning made by the last General Assembly.

The value of the second section of the amendatory act consists in the fact that it renders obligatory what has heretofore been optional, and thus completes the line of responsibility in respect to statistical reports, which has heretofore ended, so far as the law is concerned, with the township officers. It will hereafter be as much the legal duty of clerks of boards of directors to report to Township Treasurers as it is of the latter to report to County Superintendents, and they to this office. It will add very much to the unity of the system, and to the fullness and reliability of all the reports. The facts and statistics that will be required of directors will be few and simple. A list of them will be furnished in due time.

All teachers will appreciate the principle enunciated in the third section of the amendatory act. Its object is to simplify their duty in the case of schools attended by pupils from other townships than the one in which the school is taught. The principle is, that, if directors see fit to admit pupils from other townships, they, and not the teacher, should see to the collection of what is due to the district on the separate schedules of such scholars. The effect is to modify one clause of the thirty-fifth section of the general law. Hereafter a teacher will only have to deliver his schedules to his own directors, and receive their order on the treasurer of the township in which the school is taught for the whole amount due.

The fourth section of the amendatory act requires no explanation. It will no doubt be carried out in letter and spirit, and with cheerfulness and pleasure, by all concerned. Its justice is self-evident.

The bill as originally drawn contained the usual order for printing the school-law in pamphlet form, fifty thousand copies, for use during the ensuing two years, and also for printing the usual supply of blanks for school-reports. Those provisions of the bill were expressed in identically the same language as that employed in former years, and merely proposed to do what has always been done from 1855 until now. But, for some inexplicable reason, the legislature struck both provisions from the bill, leaving this office without a copy of the school-law for distribution to the forty thousand school-officers of the state during the next two years, and imposing upon the school-fund of the respective counties an extra and needless expense, amounting in the aggregate to not less than fifty thousand dollars, if not double that sum. This action, which must have been the result of misapprehension, is much to be regretted, as it not only involves a very large expenditure of school-money which ought to have been saved, but greatly

deranges and embarrasses the administration of the whole system for the ensuing two years. All school-officers and others having copies of the school-law will see the need of carefully preserving them, as no more can be had for two years to come.

Besides the act amending the school-law, whose leading provisions have now been briefly considered, several other acts having an important bearing upon the educational interests of the state, in various forms, were passed by the last General Assembly, among the most important of which are the following:

1. An act to establish a Home for the Children of Deceased Soldiers.
2. An act in relation to the location of the Industrial University.
3. An act to establish a Reform School.
4. An act to incorporate the McDonough Normal and Scientific College.
5. An act to incorporate the Southern-Illinois College, in Carbondale, Jackson county.
6. An act for the endowment of the Soldiers' College, at Fulton City.

There may be other acts of an educational character or bearing, the record of which I have not yet been able to obtain: if so, they will be noticed hereafter; and the leading features of the acts above enumerated will also be hereafter presented to the readers of the Teacher.

STATE CERTIFICATES.

A change of policy has been adopted in respect to examinations for State Teachers' Certificates. No examinations will hereafter be held except upon the written application of a County Superintendent of Schools, and the pledge of not less than ten applicants. Whenever such application and pledge is received, an examination will be held, as soon as practicable, at such place as the County Superintendent may designate. The teachers of every county have, therefore, the matter in their own hands, and can take their own course in relation to it. If ten or more teachers of a county, or of two or more adjacent counties, desire to apply for State Diplomas, they have only to apprise their County Superintendent of their wishes, and pledge the requisite attendance, and they will be accommodated. These conditions having been complied with by the teachers of Coles county, an examination will be held in Mattoon, in that county, on the 19th and 20th of April inst., and the teachers of any other county in the state may attend, if they see fit to do so. Applications, as above, will be received and placed on file, and examinations will be held in the order of such applications.

THE ILLINOIS TEACHER.

The value of an educational journal, to school-officers, teachers, and the people generally, as a means of arousing interest in the cause of popular education, and as a medium of intercommunication of ideas upon all educational

matters, is acknowledged by all. Such a journal is a great aid to this office, and I do not hesitate to urge every friend of the cause to subscribe for one or more.

Our own journal, the Illinois Teacher, has been of inestimable benefit in the past, and should be rendered still more useful in the future. It has never yet received the patronage and encouragement which it deserves from the friends of education in the state. As a matter of state pride, as well as on account of its high character and value as an educational periodical, the friends of popular education in Illinois should rally to its support.

Its editors are all experienced and successful teachers, of ample culture and marked ability, and devoted to the interests of our common schools. Their services, which are onerous, requiring a great deal of time and thought, are all *gratuitously* rendered: not one of them receives a cent for his labor. The standing of the Teacher among its contemporaries in the same field is eminently creditable, reflecting honor upon its writers and publisher, and upon the state. These good and faithful men should not be left to toil alone; their hands should be sustained and their hearts encouraged by the cheerful and hearty coöperation of the whole body of school-officers and teachers. The subscription-list of the Teacher should be immediately doubled, and more than doubled. It can easily be done, and ought to be done. As a large audience is the inspiration of a speaker, so the consciousness of writing for many thousands of readers arouses the best powers of an editor.

There are the strongest reasons why the Illinois Teacher should be liberally sustained and the number of its readers greatly multiplied:

1. It is not only the oldest common-school journal in the state, but it is the only one that is exclusively devoted to education, science, and free schools. It was the eldest-born of our free-school system itself, and for twelve years has steadily and mightily promoted the growth and development of that system. It stepped forth as the champion of popular education when the cause was in its infancy in Illinois, and when error, misapprehension, and prejudice, were yet to be grappled with and overcome. It was our earliest and best friend in the days of our weakness, and should not be forgotten now that we are strong.

2. The work of the Teacher is not done: it never will be. Indeed, its agency is more needed, in some respects, than ever before. As the pioneer and herald of the principles of free schools, its work was important and well done; as an advocate to defend those principles from assault, and as a sentinel to sound the alarm when danger approaches, its mission may be still more important. Thus far, the cause of popular education in this state has been like a steadily-swell-ing tide, gathering momentum from year to year, with not a reflux wave, till its standard has been planted upon nearly every square mile of our wide domain. Even four years of desolating war proved no serious barrier to its advance, but our school-bells continued to ring out, calling more than half a million of school-children, with 'bright morning faces', to their daily lessons in the public schools, while the very air was stifled with the smoke of battle and tremulous with the nation's agony.

There are tokens of a reaction, and the friends of free schools must organize to resist it. Is this a time to dispense with such an ally as the Illinois Teacher? Rather let its pages thunder with mortar, paixhan, and petard, with redoubled power, against the enemies of the education of the people, come they in what disguise they may.

3. The Teacher reflects the views of the ablest thinkers, and presents the practical results of the most experienced teachers of the country. It discusses all new methods of teaching, discipline, and government, exposing their fallacies, and commending their excellences. It shows that *change* is not always *improvement*, thus exerting upon the whole field of educational inquiry a truly salutary and conservative influence. It abounds in short, practical essays, experiences, illustrations, stories, hints, and suggestions, from the teachers and school-rooms of our own and of other states. It gives candid and reliable notices of school-books and other educational publications, by which the judgment of teachers and school-officers may be greatly aided. It describes new maps, furniture, and apparatus, setting forth the excellences and defects of each fresh claimant of popular favor. It is a monthly mirror of educational *news*, gathered from the most authentic sources, and condensed and arranged so that it can be read in a few moments. The information thus presented is culled from the periodicals and papers of every portion of this country, and from those of many foreign countries, and constitutes a most valuable feature of the journal.

4. It has been, from the beginning of our common-school system, the official organ of the State Department of Public Instruction, and will still continue to be so employed. It is the medium of communication between this office and the school-officers and teachers of the state, who may always expect to find in its pages the latest and most important information, decisions, explanations, etc., in respect to the school-law, and to the general administration of the educational system of the state.

5. The Teacher has nothing to do with any particular sect or party, class or clan, in church or state. It is now, always has been, and ever intends to be, entirely free from all such entangling alliances and petty interests. It is absolutely and entirely independent of the will or the wishes of any man, or men, or clique, who might seek to use it to advance their private ends or interests. "With charity for all and malice toward none," its one great work is to advance the interests of common schools in Illinois, and to labor for the intellectual, moral and religious well-being of the whole people of the state. This I believe to be the sole object of the Teacher, and the earnest purpose of its editors, publisher, and friends; and so believing, I call upon all teachers, school-officers, and friends of education, as all my predecessors have done, to subscribe for it, read it, write for it, and work for it.

Let County Superintendents present its claims at every institute, and in all their school-visitations, and public addresses, and be sure that in so doing they are directly subserving the interests of common schools, of virtue, morality, and intelligence; and at the same time strengthening their own hands, and contributing to the development of our whole system of education. For our only danger is in the ignorance of the people in respect to the true ends and aims, methods and purposes, of popular education; while from ignorance springs indifference, neglect, apathy, prejudice, and the whole catalogue of forces that blindly array themselves against universal culture.

A copy of the Teacher should be in the hands of every board of school-trustees and school-directors in the state. It is one of the express objects of the 43d section of the School Law to empower directors to purchase books suitable for their school-library. To do this, they may not only use any surplus funds on hand, but they may also, without a vote, levy a special tax, if they

see fit to do so. I would discourage, not advise, the purchase of any book or books of doubtful utility; but a copy of the Illinois Teacher should be procured and paid for and read by every school-board in the state. The trifling expense would be nothing to the district, while the benefits would be great and enduring. All of my predecessors have recommended what is here advised, and I earnestly hope that action will not be delayed. The circulation of the Teacher in Illinois alone should not be less than ten thousand copies, and a little determined effort in every county will accomplish this.

NEWTON BATEMAN, Supt. of Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

THE question of CORPORAL PUNISHMENT in schools is at the present time agitating the public mind somewhat, and in such a way as to show that the whole subject of school-government will have to be discussed anew, and, if possible, its principles settled. The case of girl-whipping in Cambridge seems to have excited many *theorists* in school-management in an unusual degree, and, as is usual, the teachers have to receive their severest condemnation. We are sorry to see some educational journals in the East taking part with the popular clamor, and republishing with approval severe and one-sided statements. The case seems to have even stirred up old Harvard, and her professors are prominent in the discussion. Prof. Agassiz is reported to have said that he had been a teacher ever since he was fourteen years of age, and that he had never had occasion to whip. Moreover, he thought that the teacher who was obliged to have recourse to corporal punishment had lost his own self-control.

We do not propose to enter, at this time, thoroughly into the question whether the infliction of bodily pain is a necessary or allowable method of securing obedience. We think, however, that man is compounded of body and spirit, and that the experience of ages has demonstrated that *both* are to be taken into account in government. Our object is to dissent from the tacit assumption of Prof. Agassiz, and of those who quote him, that his experience as a teacher has any weight in the matter. To have it of any value, beyond that of any observant and thoughtful person, Prof. Agassiz must show that he has been conversant with the kind of schools which we call common schools, else his experience is no more than that of any other professional man. We suspect that even the Professor, with all his acknowledged ability and power over mind, would be sadly at fault with some schools that might be selected.

We are reminded by the arguments of the Harvard savans of an incident that occurred a number of years since, in an Eastern state. It was when teachers' institutes were a new thing there that a distinguished teacher from Massachusetts attended and managed the first institute held in one of the larger seaports of said state. During the session the question of school-government

arose, and the leader vehemently condemned the practice of whipping as a relic of barbarism, degrading to both pupil and teacher, and perfectly needless. He likewise cited his own example, as one who had taught, we believe, sixteen years in the same school, and had never had occasion to whip a pupil. The thing took. Resolutions condemning corporal punishment were passed very unanimously, and the teachers dispersed to their winter schools. But the rude boys and girls soon found that there was to be no whipping, and the result was that scarce a school was taught that winter without trouble. The next spring the institute met again, and the saddened teachers reassembled. Now, one of them thought to put the inquiry to the teacher who had thus quoted his experience, "What kind of a school did you teach?" The reply was "A young ladies' school." "And at what age do you receive pupils?" "None under fourteen years of age"! What analogy was there between a select school of young ladies of that advanced age and the rough seaboard schools of that state? So it seems to us with Agassiz. He has almost all his teaching-life been associated with an entirely different class of pupils from the miscellaneous mass of the pupils in our common schools, and his experience in this respect goes for nothing: it is not german to the subject.

The fact remains that the teacher of a large school is placed as a commander over his pupils, and must have obedience. If it can be secured without punishment, so much the better; but he must be obeyed. We think that many former teachers returned from the army with the conviction that one thing greatly needed in our schools is quick, unhesitating obedience to law, and that from the schools it must penetrate the people. If occasion arises when that obedience is refused, some punishment must follow. A teacher gifted with powers of sarcasm may make that, to a sensitive pupil, tenfold more terrible than a whipping. It may be expulsion. This quickly ends the evil; but what of the offender? He needs his education, it is of importance to him and the state that he receive it. It seems to us nobler to compel obedience in the school than to free ourselves from trouble by thrusting the offender away from us.

Of course, no one advocates indiscriminate or frequent corporal punishment. What is advocated is that it must be understood to be one of the reserved powers of the teacher. We have taught school for many years,—more than we care to enumerate,—and have not for nearly all these years had occasion to use this punishment. But we should be ashamed to hold up our own case as an example for the teacher of an ordinary common school to follow. The cases are not parallel. In dealing with young men and women, if obedience to the laws of school was persistently refused, we had only to sever their relations with our school, and we were rid of the trouble. But in the common school it can not be so. The state says, "For my good these children must be instructed, and I pay you to teach them: you can not turn them loose without that instruction. You must *compel* obedience to law: you are there to teach them obedience. Do so.

In Zanesville, O., the school-board took the alarm, and in hot haste passed a rule forbidding corporal punishment in schools. The results, as depicted by 'a parent' in the Zanesville Courier, are not encouraging for continuing the experiment. He says:

"1. The order and scholarship have deteriorated more than twenty-five per cent. under the board's new-fangled experiment—so say a large majority of the teachers, and so say a majority of the parents. 2. It has caused a considerable number of children to be turned out of the schools. Those child-

ren mostly belong to the class for whom 'free schools' were created. Any boy who prefers playing in the streets to going to school has only to take advantage of this beautiful 'rule', and get dismissed from the school. One of our old and honorable citizens informs me that his business for many years has required him almost daily to meet the pupils of one of the ward schools as they leave the school-room, noons and evenings, and that until within a few months past he was never treated uncivilly by them. They have now become so impudent and so rude to him that he avoids as much as possible meeting them. A few days since he threatened to report them to their teachers for their rudeness, and was answered by 'd—n the teachers; they don't dare to touch us'."

THE AGRICULTURAL COLLEGE was located at Champaign, by the legislature, as is probably known to most of our readers. Such location is not, according to our convictions, for the best good of the University nor the cause of industrial education. We had hoped that the legislature of the state, rising above all party or personal considerations, uninfluenced by 'rings', would use the national grant as a nucleus around which to gather the free-will offerings of the people, and thus make a 'University' which would be the pride of the state, and the fitting top-stone to our great system of free schools. We are unable to see how, after authorizing bids for its location, they could ignore a bid—according to their own committee—at least \$200,000 more than that from Champaign. But while we feel thus, and while we know it is the feeling of the great majority of educational men in the state, we shall not, for that reason, withhold from the institution, as now located, our best wishes and efforts. The disappointment of the earnest laborers in the cause of education will have a depressing influence upon the college, but we trust the action of its board will be such as to overcome this, and to win the confidence of all. We hail the appointment of Mr. Gregory to the regency as an earnest of wise and careful action on their part, which will do much to regain the popular favor.

SUPT. WELLS, of Ogle county, has laid us under obligations for educational items from the Ogle County Press, which we shall gladly use as occasion offers. Education in Ogle is surely looking up, as it will always do where the Superintendent is a live educational man, and earnest in his vocation, as we know Mr. Wells to be.

WE have received from T. R. LEAL, Esq., County Superintendent of Schools in Champaign county, a circular issued by him to the teachers of his county, containing very valuable suggestions in reference to the duties of their profession and methods of teaching. We should be glad to see a copy of these suggestions in the hands of every teacher in the state. They can not fail to do good to all, and especially to young and inexperienced teachers. We rejoice to see on every side proofs that our County Superintendents are awake to the responsibilities of their position.

OUR esteemed friend A. M. Gow has had a little experience of legislative life, for he was a member of the third house nearly all the session. Mr. Gow, having been appointed by the State Teachers' Association a committee to bring before the legislature the subject of Reform Schools, was early at his post, and, we can testify, labored most earnestly and perseveringly to secure proper legislation. It is undoubtedly due to his efforts that the bill establishing a Reform School was finally passed. Many members of the legislature wished to make the school, a subprison, as it were, and this nearly defeated the bill several times. Then it was a matter of acknowledged *public* interest, but it had no money behind it, and there were very many bills to be attended to that had, and so it nearly received the go-by.

EDITORIAL CORRESPONDENCE.

A FEW HINTS ON SCHOOL-HOUSES.—My attention was arrested yesterday by a paragraph in an old newspaper reading thus:

"The enterprising citizens of the South District of our neighboring city of B. have just erected a truly magnificent school-house at a cost of \$65,000. It is built in the most substantial manner, and will accommodate 800 pupils. It was planned by Mr. —, the eminent architect of —, and is a credit to him, and to the liberal-minded people who have thus manifested their public spirit, and their interest in education."

I knew that people and that school-house well. I knew that the highest ambition of the prominent movers in building it was 'to beat those North-side fellows out of sight'. They wanted the school-house to cost a great deal of money, 'so that they need n't brag any more over their \$40,000 affair'. They wanted a great deal of outside show, a building that would *look well*, first of all things. The building-committee were good financiers, and could negotiate the district bonds admirably. They did not know what they wanted. They visited no other school-houses. They consulted no educational men. Of course, their own teachers were not asked for any suggestions. They went to the architect, told him how much money they had voted, and how many pupils they planned for, told him who planned the other school-house, enjoined upon him above all things to beat any thing else in the county, and went their way contented. The public paid for the architect's school-house, grumbling, of course, but inwardly complacent. The 'North-side' men hung their diminished heads. The great school-house was a nine-days' wonder.

But it was not a school-teacher's school-house. It was not well warmed, well lighted, or well ventilated. The study-rooms were too large, and the recitation-rooms too small. There was not a closet in any room, and not the slightest hint that an apparatus, or a library, was ever designed to be a part of the school-machinery. No room was provided for the scholars to remain in at noon. There was no provision for water or washing. The entrances were ill planned, so that children of both sexes, and of all ages, came in together. The teachers' platforms were small and high. So far as the inside of the house was concerned, the building might have been a warehouse, or a factory. It had no special fitness for its use.

And what was the effect of the building on the town? Real estate rose at once, in the holders' estimate, but buyers inquired the tax-rates and were shy. The great cost of the building crippled the school. Cheap furniture was bought, cheap teachers hunted up; no apparatus, of course, could be bought while the district was so much in debt. It seemed to be the belief of the public that the school-house was big enough to run alone, and that it would by 'spontaneous, original, native force' turn out great scholars, on the familiar principle that a man is a great painter if he works with a big brush.

If the above-mentioned school-house was not in Illinois, I strongly suspect that some big brothers of the same are in our borders, and sundry more are still in embryo in the brains of certain architects whose ideas are more on outward form and proportion than on daily convenience and practical use. And I propose, by your indulgence, to give through the journal, at some future day, a few things which a school-house ought always to possess. Y. S. D.

MT. CARMEL.—*Mr. Editor:* I send you a few educational items from Mt. Carmel. The history of this town is a history of brilliant efforts followed by corresponding disappointments. It is strange that a place so well situated, possessing such great natural advantages for manufacturing and lumbering, and surrounded by farming lands of no ordinary richness and fertility, should be left to pine away its little life in obscurity. It is a consolation, however, to reflect that the efforts of our citizens, spasmodic in other matters, in respect to schools, have been steady, persevering, and to a considerable extent successful. Our city has offered its youth excellent opportunities of attending school, and is fast extending the proper incentives. The present High-School building was erected in 1859, at a probable cost of \$12,000, and is a fair exponent of the educational sympathy and progress of our place. Besides this, there are two substantial brick buildings for the Primary Schools.

The board were fortunate at the beginning of the present school-year in securing the services of Mr. Litherland, a veteran soldier of the Union, as Principal of the West-District School. This school, always under tolerable organization and discipline, is now in better working order than it has been since my connection with the schools. The East-District School is under the principalship of Mr. Hillis, who is laboring faithfully. The High-School Department is increasing in numbers and interest. The course is being extended. We now have 18 pupils pursuing Latin: 15, German: 2, Greek: 29, Algebra: 20, Higher Arithmetic; 3, Geometry: and a considerable number in the Natural Sciences. Miss Lissie Bissell, from Litchfield, Conn., is assistant.

Very much progress has been made this year in classifying and grading the schools. A course of study has been marked out and adopted wherein are recognized the improved methods of primary instruction. The directors have manifested a great deal of interest in this matter, and it is to be hoped that, having got on the right track, they will continue their efforts to increase the efficiency of the schools. A fixed standard of advancement, more thorough supervision, and more competent teachers in many of the departments, are demanded. Whether the directors will heed this demand and bring our schools up to the maximum is yet to be seen.

The following are the statistics for the term ending Dec. 21, 1866. Number of teachers, 8. Whole number of pupils enrolled, 392; average number belonging, 361; average number attending, 327; per cent. of attendance, 90.9; per cent. of tardiness, 4.4. There was no bell during a part of the term, which accounts for this unusually large per cent. of tardiness. We hope to reduce it this term to less than 2 per cent. Yours, etc., R.

PERSONAL.

MARRIED—In Chicago, on the 11th ult., at the residence of the bride's father, by Rev. W. H. Ryder, D.D., JOHN R. WALSH, Esq., and Miss MARY L. WILSON, late Head-Assistant of the Haven School. Miss Wilson has been long and prominently connected with the schools of Chicago, and in entering upon her new life she leaves behind her a host of friends who wish her a happy future.

DIED—At Newport, R. I., on the 17th of Feb., Prof. ALEXANDER DALLAS BACHE, the able and accomplished Superintendent of the U. S. Coast Survey.

—On Feb. 23d, of consumption, Mr. H. D. STRATTON, so widely known as one of the firm of Bryant, Stratton & Co., in the Chain of Commercial Colleges. Mr. Stratton was a graduate of Oberlin College, and was the originator of the system of practical commercial education as developed in these colleges. He was possessed of a clear, penetrating mind, and of great tenacity of purpose, with peculiar power of organization and business tact. Socially, he was a genial, whole-souled man, and a firm and faithful friend. The announcement of his death will sadden very many of the best men in the country, and insure for his family a widely-extended and sorrowful sympathy.

THE President has nominated Hon. HENRY BARNARD, LL.D., as Commissioner of the Bureau of Education recently established by Act of Congress. Mr. Barnard is industrious and able; but he has seemed to us in his writings to be defective in organizing power, which the Commissioner must have, else the whole will be a failure.

HON. ORAN FAVILLE, Superintendent of Public Instruction of Iowa, has resigned, and Prof. D. FRANKLIN WELLS, of Iowa City, has been appointed by the Governor to the vacancy. Prof. Wells has been long identified with the educational interests of Iowa, and was for several years Professor of the Theory and Practice of Teaching in the State University.

WE had the pleasure of a call, the other day, from Pres. WALLACE, of Monmouth College. We are glad to learn from him of the prosperity of that institution, and especially in real collegiate work.

HON. JOHN M. GREGORY has been elected Regent of the Agricultural College, located by our legislature at Champaign, with a salary of \$3,000. We welcome him to our state as an earnest and able educator. The selection is a good one.

PROF. BENJAMIN PIERCE, of Harvard College, has been appointed Superintendent of the Coast Survey, as successor of Prof. Bache.

NOTICES OF INSTITUTES.

DECATUR.—An Institute for the purpose of discussing the best methods of teaching, and awakening an interest in the cause of education, will be held at the High-School room in Decatur, on Thursday, Friday and Saturday, the 4th, 5th and 6th of April, 1867, commencing at half past 1 o'clock P. M. Lectures are expected in the evenings by Dr. Richard Edwards, President State Normal University, and others. The presence of the teachers of the county is not only desired, but expected. The City Schools have arranged to dismiss, to enable teachers to attend the institute. Let every teacher and friend of education be on hand.

EDWIN PARK, County Superintendent.

RANDOLPH COUNTY Teachers' Institute will hold its third regular session at the new brick school-house in Chester, commencing at 2 o'clock P. M., on Tuesday the 2d day of April, and continuing through the week.

INSTITUTES will also be held at

Carlinville, Macoupin county, on the 1st week in April;

New Rutland, LaSalle county, April 2d-4th;

Bement, Piatt county, 1st week in April;

Lincoln, Logan county, commencing April 3d;

Salem, Marion county, commencing April 8th;

Toulon, Stark county, April 2d-5th;

Amboy, Lee county, April 2d-5th.

LAKE COUNTY Teachers' Association holds its Spring Institute during the week commencing April 8th.

[We shall be obliged to County Superintendents, and others engaged in institute work, for notices of and notes upon all such institutes.]

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

CHICAGO.—The people of Chicago rejoice over the recent legislation which authorizes the issue of city bonds to the amount of \$500,000 for the purpose of providing further school-accommodations, and also authorizes the levy of a five-mill tax annually for the support of schools. These provisions have long been needed.....At a recent meeting of the Board of Education, the resignations of Mary E. Smith and Carrie C. Dickinson, assistants in Kinzie School, and Jeannie DeC. Fletcher, assistant in Washington School, were received and accepted. The following appointments were made: Mary L. Bockins, assistant in Washington School, and Mary A. Moran, assistant in Bridgeport School. Almira A. Miller and Abba F. Gilbert, assistants in Kinzie School; Elveretta F. DeLuce, assistant in DeKoven-Street Branch of Foster School, and Mary B. O'Neil, assistant in Twelfth-Street Branch of Foster School; Elsie H. Gould, assistant in Newberry School; Maria A. Parrey, assistant in Skinner School, and Marion W. Crosby, temporarily, assistant in Skinner School; Amelia A. Morhiser, assistant in Rolling-Mill Primary School. The Superintendent presented the Summary of Attendance for February, showing, as compared with the reports for Feb. 1866, an increase of 2,382 in the whole number enrolled; of 2,292 in the average number belonging; of 2,814 in the average daily attendance; of four and four-tenths per cent. in the average daily attendance; and a decrease of 217 in the number of tardinesses. The per cent. of attendance was 94.1; of tardiness, 9. The salaries of teachers for February amounted to more than \$22,000. On account of the crowded condition of the schools, the Board adopted a suggestion of the Superintendent, that "in schools where there are no seats for scholars, all applicants be examined, and assigned to grades, and a list of such applicants be kept. That whenever a child leaves school, or is suspended for any other cause than sickness, the name be placed at the bottom of the list, if suspended, and the person first upon the list for that grade be notified to come and occupy the seat. That no scholar be thus sent for until an actual vacancy occurs, either by leaving or by suspension."

The evening schools have closed, after a session of thirteen weeks. The average attendance for the session was 939; cost per pupil on average attendance, \$7.37.....Rev. Father Dunne, Treasurer of Vincent de Paul Society, estimates that the following sums are saved to the public annually by the Catholic educational enterprises of the city: By Catholic schools, \$82,288; by Reform School, \$50,000; by Magdalen Asylum, \$7,405. The number of children in the Catholic schools is 7,400; average number of boys in the Reform School, 115; and of inmates in the Magdalen Asylum, 102.....Dr. T. D. Fitch, Physician to the Washingtonian Home, reports that 47 cases have been under his treatment in that institution during the year 1866. Of this number, representing 28 different occupations, not a single one was a teacher, though all the other learned professions were represented.....Among the articles sent from Chicago to the Paris Exhibition is a school-house. It is complete in all its parts, and made three full car-loads. It is accompanied across the Atlantic by another from Boston, of less magnitude, but a genuine Yankee production.....*City Institute.*—The institute, at its last session, listened to an essay on the subject 'Woman', by Geo. P. Welles, of the High School. Mr. Welles paid a glowing tribute to some of the heroic women of history, and of the present time. The essay was followed by a discussion upon the character of an examination in the 'tables' in arithmetic, participated in by Messrs. Wentworth, of the Dearborn, White, of the Brown, and Slocum, of the Moseley. The weight of opinion seemed to be that the correctness of results in combinations may be taken as the chief test, though the process by which results are reached should not be overlooked.

COOK COUNTY.—The Board of Supervisors have instructed their Committee on Education to establish a County Normal School, in that town of the county which will give the best offer of a building and school-accommodations for at least two years. To carry out the plan, they have made an appropriation of \$2,500, to be increased as necessity requires.

SPRINGFIELD.—*Condition of the Public Schools.*—The following statistics show the condition of the Public Schools for the month of February, the rules adopted in making up the averages of attendance, etc., being the same as those governing the Public Schools of Chicago: Average number of pupils belonging to the schools, 2,065; average number attending, 1,948; percentage of attendance, 94; number of cases of tardiness, 238; percentage of tardiness, 3; whole number enrolled, 2,700. Two years ago the average number belonging to the schools was 1,427, the number of tardy-marks 426, and the percentage of tardiness 7. Last year the average number attending was 1,553, and the number of cases of tardiness 325. The per cent. of attendance last year was 90, showing a gain of four per cent. Of the ward schools, the First has the smallest per cent. of tardiness, 2; and the Third-Ward School the largest, 6. There were only two tardy-marks in the High School. There were 395 more scholars in school last month than during the corresponding period of last year, as may be seen by comparing the above figures. This exhibit, we think, is very creditable to the pupils of the public schools.....*The City Institute* met on Saturday forenoon, March 16th. A very interesting discussion took place upon methods of teaching Mental Arithmetic, especially as to whether the pupil should be required to repeat memoriter the examples previous to solving them. The weight of opinion seemed to be that it was unphilosophical to do so. Several other questions of some importance were discussed. The exercises were varied by select readings from several of the lady teachers. A paper by the teachers of the High School was read, and a very interesting exercise upon the men of the age of Queen Elizabeth, out of England, was conducted by Mr. Hutchinson, Principal of the First-Ward School. An exercise which adds much to the interest of the institute is one upon Notes and Queries: the queries being contributed by all the teachers in advance, and then redistributed previous to the meeting of the institute.

DECATUR.—Average number of pupils belonging to the schools for the month ending Feb. 22, 1867, was 1,140; per cent. of attendance, 93; number of tardy-marks, 512.....*Programme for Teachers' Institute on Saturday, March 9th, 1867.*—Opening Exercises; Essay on Teaching Reading by the Word Method, Miss Amsden; Geography of Illinois, Miss Taylor; Metric System, Mr. Gastman; Oral Spelling, Miss Beman; Exercise in Reading, Mrs. Yeager; Discussion of the question Should teachers be so well prepared that they can conduct their recitations without using the text-book? Business; Remarks by Superintendent.

GRAND DETOUR.—Mr. J. M. Piper is principal of the school, and Miss Mary Woods teacher of the primary department. Number of pupils, 165. The citizens are intending to grade the school into 3 departments, and thus make provision for a more thorough and better-classified system of instruction.

PARIS.—Prof. Hurty writes, under date of March 9th, "Our schools are progressing finely. A favorable change in public sentiment has occurred since we commenced, and our people begin to regard their schools with pride and pleasure. We have from 50 to 300 visitors each month. The whole number enrolled during the past month is 603; average daily attendance, 512; average daily absence, 87; average daily tardiness, 15; number who have not been tardy, 341; number who have not been absent or tardy a single half-day, 256; number of visitors, 58.

LEE COUNTY.—Superintendent Preston thus writes in a recent letter: "I have just completed the visitation of our winter schools. I believe, on the whole, they are better attended and more thoroughly instructed than at any other time since schools have been held in the county. The more thorough instruction by teachers is mainly attributable to the orders County Superintendents have received from the State Superintendent in regard to the examination of teachers. Another cause 'is, teachers have become aware of the fact that the people of the county demand and expect better instruction."

FROM ABROAD.

MINNESOTA.—The annual Report for 1866 of the Secretary of State and Superintendent of Public Instruction has been published. From it we learn that there are 1,998 school-districts in the state, against 1,824 in 1865. The number of pupils attending the public schools is 52,753, and these are taught by 2,157 teachers. Of the total number of scholars, 27,199 are males. The amount paid to teachers during the year was \$169,146.46. The number of school-houses is 1,297, valued at \$472,503.17. In 1865 there were only 1,112 school-houses, valued at \$280,329.51.

IOWA.—From the official report of Hon. O. Faville, in the February number of the Iowa Journal, we take the following statistics for the year ending Oct. 4th, 1866: Number of township districts, 1,195; number of subdistricts, 5,926. Number of male persons between the ages of 5 and 21 years, 180,197; of females, 168,301. Number of schools, 5,900. Number of pupils attending school, 241,827; average attendance, 136,174. Number of teachers—males, 2,673; females, 6,670. Average monthly pay of male teachers, \$33.60; of female teachers, \$23.76. Number of days schools were taught, 629,915. Average cost of tuition per week for each pupil, 38 cents. Number of school-houses, 5,009. Amount of district tax for building and repairing school-houses, \$538,095.66. Amount of district tax for libraries and apparatus, \$34,497.50. Expended for school purposes, \$1,690,993.00.....Prof. Borland has resigned his position as Principal of the Preparatory Department of Iowa University, on account of ill health. He is succeeded by Prof. S. S. Howell.....The township of Forest City has levied for contingent fund 20 mills on a dollar; teachers' fund, 15 mills on a dollar; and for school-house fund, 10 mills on a dollar.

KANSAS.—We give the following statistics from Gov. Crawford's Message: Number of school-districts, 871; number of teachers in public schools, 1,086; number of pupils attending public schools, 31,385; number of persons between the ages of 5 and 21, 54,728; teachers' wages per month—males, \$41.27, females, \$28.90; land endowment, 3,000,000 of acres.....*State University*, at Lawrence, opened in September last, with 3 professors and 50 to 60 students. It has a land grant of 46,080 acres.....*The State Agricultural College*, at Manhattan, has 5 professors and teachers, and 150 students.....*The State Normal School*, at Emporia, has 3 professors and teachers, and 90 students. It has a land grant of 37,760 acres.....By a law of the state, the Educational Journal is authorized to be sent to every district clerk in the state for the benefit of the district.....The finest school-edifice in Leavenworth is the one erected last year for colored children.....*The State Normal School* building was dedicated on Wednesday, January 2d. The school is under the charge of Prof. L. B. Kellogg, Principal.

INDIANA.—The school-fund of this state is said by the Superintendent of Public Instruction to be larger than that of any other state in the Union. It aggregates \$7,611,000, and is increasing at the rate of \$24,000 per annum. The

same authority also states that the cost of malt and spirituous liquors manufactured in Indiana for the year ending June 1, 1860, as shown by the U. S. Census, was \$2,279,640, and for the United States for the same year, \$42,255,311. The amount of money expended for tuition in her common schools for school-year of 1866 was \$1,020,440; and the amount of tax levied for school-purposes in all the states in the Union was, in 1860, \$12,064,000.....The *Indiana Female College*, W. H. DeMotte, President, enrolled 240 names last term.....Rev. A. D. Cunningham resigns the presidency of the *Methodist Female College* at South Bend.....The *State University* numbers 237 students in its catalogue this year.....308 teachers were in attendance at the last meeting of the State Teachers' Association, from 39 different counties of the state and from the states of Illinois and Ohio.

OHIO.—*Educational Monthly*.—This sterling Journal commences the year with an entirely new dress. The size of the type is smaller, and the amount of matter on a page much larger. In its programme for the year it announces valuable accessions to its present able corps of contributors. With a live educator for an editor, and with the thousands of earnest teachers of Ohio as patrons, this monthly is bound to keep, during the present year, the largest circulation of the state educational periodicals.....*Cincinnati*.—At the opening of the present school year, a Normal Institute was held, meeting every Saturday for twelve consecutive weeks. Every teacher was compelled to attend, under penalty of the loss of a day's salary for each absence. The whole number of teachers was divided into four sections. The exercises were of a practical character, and were illustrated by introducing classes of children whenever found necessary. The institute was considered a success, no longer to be viewed as experimental, but to form a part of the school-system. Cincinnati has 404 teachers in her public schools, and pays them an aggregate salary of \$293,362. Two receive an annual salary of \$2,420 each, and 53 are paid \$400 each.....Kenyon College has received a donation of \$25,000 from Mr. Peabody.

MICHIGAN.—The Michigan State Teachers' Association held its annual meeting at Kalamazoo during the Christmas Holidays. Addresses and papers were presented by President Haven, of the State University, and by members of its faculty and of other collegiate institutions in the state. An increased professional spirit is apparent among the teachers of the Peninsular State.....Superintendent Hosford has presented his annual report to the legislature, from which we glean the following statistics: Number of students in the various colleges of the state, pursuing either the college course proper or a professional course, 1,427; students in Agricultural College, 108; total invested educational fund of the state, \$2,780,292; total income of the University for the year, \$38,155; same of the Normal School, \$12,199; of the Agricultural College, \$15,000; number of children between the ages of 5 and 20 years, 321,311; value of school-houses, \$2,854,990; number of male teachers, 1,687, at an average salary of \$43.60 per month; number of female teachers, 7,495, at an average monthly salary of \$18.44; average length of school for the year, 6.2 months.....*The University*.—This institution is fast outgrowing the provisions made for its support. A correspondent from the state capital says that it contains 1,800 students. The Regents have asked of the legislature that state aid be given it to enable it to carry out its objects.....*Agricultural College*.—The number of students in the college during the last term was 108, thirty applicants being turned away before the middle of the term, because there was no room for them. Of this number, 2 were Seniors, 5 Juniors, 12 Sophomores, 28 Freshmen, 51 in preparatory department, and 10 pursuing a select course. The average age of the students is between 19 and 20. The students come from states as follows: Massachusetts, 1; Connecticut, 1; New York, 1; Ohio, 7; Wisconsin, 3; Illinois, 4; Minnesota, 1; Missouri, 2; Pennsylvania, 2; and Michigan, 85. Since the organization of the institution, in 1855, the average number of students has been 85,—a number in excess of the membership of the State University during the same period of its history. We notice that the Senate has recently passed a bill reorganizing this college.

KENTUCKY.—From the statistics of the Schools of Louisville for December, 1866, we make the following extracts: Number of pupils enrolled in the ward schools, 9,400; average number belonging, 7,551; average daily attendance, 6,803. Male High School,—total number enrolled, 103; average number belonging, 98; average daily attendance, 92. Female High School,—total num-

ber enrolled, 125; average number belonging, 119; average daily attendance, 110. Ward-school teachers, 147; Male High-school teachers, 4; Female High-school teachers, 5; German teachers, 19. Geo. H. Tingley, jr., Superintendent.

MAINE.—We have received the report of the Superintendent of Common Schools of this state for the year 1866. The report is a well-written and valuable one. From it we take the following statistics: Population of the state, 628,300; valuation of property, \$164,714,168; number of towns in the state, 406; number of school-districts, 3,771; number of school-houses, 3,727; number of school-houses built during the year, 44, at a cost of \$25,000; number of children between 4 and 21 years of age, 212,834; average attendance, 93,285; per cent. of attendance, 43; average length of schools, 18.4 weeks; wages of male teachers per month, exclusive of board, \$28.20; wages of female teachers, exclusive of board, \$10.16; expenditure for school-purposes, \$592,598.23. From statistics in the report of the Normal School, it seems that Illinois takes the lead of all the states in the salary paid to the principal of her Normal School. We are proud of her for this. The Maine Normal School is located at Farmington. It has 5 teachers, and an average of 100 pupils in attendance, and the total yearly expense is only \$3,400. No wonder the principal urges a more liberal appropriation.

MASSACHUSETTS.—The examination of the Framingham Normal School took place January 29th. It was an occasion of much interest, as being the first held since the school has been under the exclusive charge of women as teachers. The Massachusetts Teacher says of the examination that the pupils appeared to great advantage. There were 8 graduates of the advanced class, and 19 of the senior.....The examination of the Salem Normal School took place January 31st. There were 2 graduates from the advanced class, and 17 from the senior. The Principal, Mr. Hagar, in his report, took occasion to reply to some charges of the author of the pamphlet entitled the *Daily Public School in the United States*.....*Corporal Punishment in Boston Schools*.—Dr. John P. Ordway has recently stated that nearly 20,000 pupils have been whipped in the Boston schools the past year. The Boston Commonwealth says of this assertion, "To know the relative value of such statistics, one should know the number of pupils in the schools, and the number of sessions they have attended. Thus we average at least 25,000 pupils in our public schools. There were last year, taking out the Sundays, vacations, and holidays, 243 school-days in which there were sessions each forenoon and two thirds of the afternoons, making 405 single sessions. The number of pupils multiplied by the number of sessions equals the number of opportunities to whip a single child, which is 10,125,000!—or, to state the fact differently, the attendance of all the children during the school-year was equal to the attendance of one child that number of times. Now, it is asserted that 20,000 whippings were indulged in, with 10,125,000 opportunities, which is one to every 506 $\frac{1}{4}$; or, in other words, the per cent. of whippings to the attendance is just .000,198 (one hundred and 98 millionths of one per cent.). We think we can dismiss the charge of 'excessive severity' against the Boston school-teachers without further argument.".....Dr. Howe, of the Board of State Charities, is making an effort to establish in Massachusetts a school, or a number of schools, for the purpose of teaching the dumb to speak.

CONNECTICUT.—The Common-School Journal has been discontinued, and its subscription list transferred to the Massachusetts Teacher. The same has been done with the list of the late Vermont School Journal.

RHODE ISLAND.—Number of public schools in the state is 515; number of teachers employed during the winter, 681; number of pupils in attendance during the winter, 27,541,—14,582 boys, and 12,959 girls; available educational fund, \$227,791.27, being larger than ever before.....The Rhode-Island Institute of Instruction held its 23d annual meeting on the 26th of January, at which the subject of Normal Schools was discussed, and it was voted to appoint a committee to memorialize the legislature upon the subject.....From the summary of the school report of the state given in the Schoolmaster, we infer that Rhode Island has not a true system of *free* schools.

NEW JERSEY.—Amount raised for schools in 1866, \$746,794.24; number of public schools, 1,972; number attending schools, 158,000.

WEST VIRGINIA.—The legislature has passed a bill appropriating \$5,000 for the use of the Regency of the West-Virginia Normal School at Fairmont. The

school will probably commence the first Monday of May, in the public-school building; but a building for the purpose is to be erected during the summer.

NEW MEXICO.—Education has been decidedly neglected in the territory. Out of a population of 93,516 there are 57,233 persons who can not read or write, and there is not a single free school in the whole territory, except those taught by Sisters of Charity from the bounty of the Roman Catholic Church. The territory has been under the guidance of the General Government for twenty years, and not a single dollar has been furnished by the government, or the people, for educational purposes. The Governor, therefore, recommends the legislature to memorialize Congress and respectfully ask for such an appropriation as will be equal to what has been granted to other territories for schools; and further recommends that the present school-law be amended so as to require each precinct to determine by vote whether they will furnish the means to support a school for the education of all the children of the precinct, till Congress can respond to their request, and furnish a school-fund.

FREEDMEN.—There are in the District of Columbia, Alexandria, and Fairfax County, Virginia, and five counties in Maryland, 126 freedmen's day and night schools, 143 teachers, and 6,039 scholars.....Sixty Roman Catholic priests have recently arrived in New Orleans to open schools for the freedmen.

UPPER CANADA.—During the year 1865 the expenditure of this province for all common-school purposes was \$1,355,879, of which was paid for salaries of teachers \$1,041,052. Number of teachers employed 4,721, of whom only 1,791 were females, although there was a marked increase in the number of these employed during the year. The highest salary paid was \$1,350, the lowest, \$84. The report urges uniformity in text-books, and suggests that an act be passed leaving the choice of text-books to the Department. Great uniformity in many of the text-books used has, however, already been attained. For example, of 4,303 schools reported, one series of readers is used in 4,223. The opening of schools with reading the Bible and with prayer is also urged. In regard to Normal Schools, the report says, "They were not designed to educate young men and women, but to *train teachers*, both theoretically and practically, for the general work of conducting the schools of the country. They are not constituted, as are most of the Normal Schools in Europe and America, to impart the preliminary education requisite for teaching as well as for other transactions of business." "No candidate is admitted without passing an entrance examination equal to what is required for an ordinary second-class teacher's certificate by a county board. The great majority of candidates are those who have been teachers.".....The province has also a fund of \$4,000 per annum in aid of superannuated or worn-out teachers.

ENDOWMENTS.—Harvard College received in bequests and donations during the year 1865-'66 \$258,000; Yale, during the same period, \$257,500. The Peabody Institute, Baltimore, received from Mr. Peabody \$500,000. During the year 1864, fourteen literary institutions in the United States received by bequests and private donations the sum of \$1,431,000.

NOTES AND QUERIES.

ONCE upon a time, in the years gone by, we were teaching in a distant state. It was a sultry summer's day, one of those which try the nerves of both teacher and pupil. Suddenly our associate was seized with a fit of inspiration, and scribbled the following

Impromptu.—A leaden dullness settles on the school:

A few exceptions go to prove the rule.

The lightning issues from the teacher's brain,

And in a twinkling all is dark again.

Oh! where is Miss Minerva with her bow

To shoot them all, or else on all bestow

A wisdom radiant with celestial thought

To cheer the teacher's lamentable lot.—E. S. J.

We wonder if, in his country-parish, he ever does such things now: or if, as

he labors over a sermon, or perchance preaches to his weary hearers, he ever thinks of 'a leaden dullness'. Perhaps he may: we hope his hearers never do.

THE following is an excuse received for absence of a pupil in a school which we wot of:

Be it known to the teacher of our daughter Nell
That we keep her at home because she 's unwell
With fevers and pains and aching and chills,
And possibly other unascertained ills.
When she shall get better and able to go,
She 'll return to her school,—this we 'd have you to know:
Till then let her teacher keep patient and cool,
Expecting in time she 'll return to her school.

"THE BITTER END."—We observe that the London Times, in one of its melancholy prognostications as to the downfall of this nation, closes a period with the allusion, now so familiar, to 'the bitter end'. The London Times, or any of the Southern gentry, Mr. Johnson included, who have used this phrase with a good deal of freedom, would be puzzled, perhaps, to tell from what author or with what sentiment they use the words. Whether the end is a rope's end, or the end of a vial of medicine, or of a bottle of Cape Madeira,—whether it is the end of one of President Davis's messages or of Mr. Secretary Memminger's reports, we have never been told. Bitter enough has been a good deal of Southern experience, but none of our wayward sisters ever told us what they meant by a 'last ditch' or a 'bitter end'. The truth is, that they borrowed the phrase—as they did most other things—from New England, and, as in most cases, did not know what to do with it when they had it. A Gloucester fisherman would tell the editor of the London Times that a ship's cable has always two ends. The end which is attached to the anchor suffers more or less in use,—is gradually rotted and worn perhaps. But the other end, which is secured within the vessel, remains as sound as when it was made,—and in the nautical phrase of two hundred years at least, has been known as 'the better end'. When, in a gale, a vessel has paid out all her cable, her cable has run out to 'the better end'. Then comes the tug, of course, and then it is decided whether the storm will be too much for the cable, or the cable too much for the storm. The phrase is properly used, therefore, to designate a crisis, or the moment of an extremity. The 'extremity' of the cable, in fact, is its 'better end'. As long ago as Robinson Crusoe's first voyage, when that terrible storm struck them in Yarmouth Roads, he says, "we rode with two anchors ahead, and the cables veered out to the better end." Hence a phrase, which is nearly without meaning, which has crept even into the pulpit, which talks in extremity of the 'bitter end'.

Boston Advertiser.

MULTOCULAR.—At the hour devoted to Object Lessons, a teacher was striving to interest her pupils in the wonders of the eye. After expatiating at some length on the human eye, she asked, "Can any one tell me what living creature has more than two eyes?" referring to the spider. She asked all manner of leading questions, hoping to direct the pupils to the desired answer, and was rewarded,—as I have no doubt many have been who are striving to do their duty in the matter of Object Lessons, by finding them going farther and farther from the subject,—till, in despair, she said, "Well, see if any of you can find out by to-morrow." The next day a demure little girl came to her, and said, "Miss M—, I've been trying to think what has more than two eyes, and I ca' n't think of *any thing*, unless it is potatoes!"

DURING an exercise in Geography, in one of our primary rooms, after talking about the shape of the earth till the little folks had become very much interested, the teacher said, "But how do we know the shape of the earth; who discovered that it was round?" After a moment's hesitation, a number of hands were raised. Looking at one little fellow, whose eyes sparkled with enthusiasm, she said, "Well, Allie, who was it?" Allie, in a manner which showed that the matter was settled entirely to his satisfaction, shouted, "Governor Oglesby"! That boy's education is well begun.

THE DEPTH OF MEANNESS.—It is said that a young gentleman (?), a teacher in Ogle county, on account of illness, engaged a young lady belonging to the family with which he boarded to take his place in the school. She taught for him nine days and it is said she did the work as well as he had done it. At the

close of the term he received \$18 for the nine days' service of the young lady, and then asked her how much he should pay her. She told him to pay her what he thought was right. He handed her \$5, saying he would pay her that,— 'seeing as how they had done his washing and ironing during the winter'.

AN OBJECT LESSON.—A lady teacher in one of the Decatur Public Schools, a few days ago, had occasion to use a globe, while giving a lesson to a class in geography, and not being supplied with the article, she sent a small boy to the office of Superintendent Gastman to get one. The lad, not being very well posted in regard to the modern appliances for teaching, and desiring, yankee-like, to improve on the original term, informed the Superintendent that Miss — had sent him up for a *lamp chimney*. We are not able to say whether the professor complied with the request of the boy, or whether he managed, by a series of *cross* questions, to draw out the real object of the errand.

THE old Bay State is educating one of her children in the institution over which the rebel Gen. Lee presides. He is the son of a Democratic lawyer near Boston.

QUERY 3. Will some one tell us how the advantages of written examinations can be secured without entailing such a burden upon the teacher? I have just examined the papers of a class of 40 pupils in Arithmetic. Seven questions were given, and it took about three hours' faithful labor to correct the answers. This is no small item to a teacher who has his time pretty fully occupied by other duties. Is there any way to remedy the difficulty? Fellow teachers, if there be a more excellent way, let us have it.

E. A. G.

4. CAN any one give me the authorship of a sonnet commencing

"Roused by the billows' melancholy dirge,
I woke, as night her sable banner furl'd."

H. L. B.

5. IN Macaulay's Essay on Mitford's Greece, p. 427 of Appleton's edition, I find an allusion to the Metaphysics of the Castle of Thunder-ten-tronckh'. In what author's book is this castle located?

H. L. B.

ANSWER 1. The following note, which I find in my Milton upon the word 'fame' in line 70 of Lycidas, answers Query 1, in the February number of the Teacher:

"Fame] Quasi hic subesset ingens *cupido gloriae* quae etiam sapientibus *novissima* exeritur.—Stradae Prelu. p. 161, Ed. Ox."

Milton regards fame, *i. e.* the love of fame, as an infirmity, though it be a vice most like a virtue, and says that to this vice the noble mind clings longest. L.

NOTICES OF BOOKS AND PERIODICALS.

(1) THE greatest error in our system of education is a tendency to haste. Every where, through the whole course from the primer upward, a child's knowledge is, in popular estimation, proportioned to the number of books he has gone over. Regardless of the common-sense maxim that the culture which gives mental strength depends, not upon *how much*, but upon *how well*, children are graduated from the common studies at twelve, at fifteen they are familiar with the sciences, and two years more are required for music and the accomplishments, when they are turned out *finished*, but by no means familiar with the studies upon which real mental culture is based. To gratify this eager ambition, book-makers are ready to publish their wares containing the various studies simplified to the comprehension of children. The mischief would not be so great, were it not for a shallow conceit which springs up in the minds of many, based upon these false notions of education. In no one thing is this haste more apparent than in a desire to get into business. And abundant facilities are by no means wanting. Papers throng with advertisements of ways to become skillful accountants and correct business-men in from six weeks to three months. In this respect, we would consider the book before us an exception. In its method, the amount of practice, and in the intention of its author, it means

(1) FAIRBANKS'S BOOK-KEEPING: by Double and Single Entry. By Lorenzo Fairbanks, A.M., President of Quaker-City Business College. Philadelphia: Sower, Barnes & Potts. Chicago: Speakman & Proctor. 448pp.

work. The labor placed before the student represents actual methods of keeping accounts and business transactions. Complete sets are presented for conducting transactions in any department of trade. An important feature of the work is the large amount of practice required of the student, in which he is thrown upon his own resources. For many students who undertake to master the science of accounts, the *helps* are not sufficiently numerous; but for those who really deserve to succeed, the difficulties will be only greater incentives. A familiarity with the various kinds of business must, it seems to us, arise from a mastery of this book. Appended to the work is an article on Custom-House business, prepared by the chief clerk in one of the largest custom-houses in the country, and also a treatise on Commercial Arithmetic. w.

(2) We well remember the enthusiasm with which, upon its first appearance, we read Guyot's 'Earth and Man', and how we wished for a series of Geographies from the same master hand. Ever since we have taken every opportunity to advise teachers who wished to get some idea of the value and extent of the study,—which is often made so dry and tedious in our common schools,—to read the same work. Our expectations were then raised very high in regard to the Geographies which have been long announced as in preparation by Guyot. The first two numbers of that series are now before us. It is unnecessary to say any thing of their accuracy, the manner in which they are gotten up, etc. All this will be taken for granted by every one. The only question is as to their practical working in the school-room. The long list of schools that have adopted them should be an answer to this. The plan of these books differs essentially from that of any others now in use, being to present the physical features of the globe before the geography of man, and to take these features in natural order and dependence. That this is the natural and logical system is obvious to every one, and we think that no one can examine these books thoroughly without being convinced that it can be carried out. The Teacher's Guide, published in the second volume of the series, is very valuable for teachers,—even those who are too strongly wedded to the old system to accept the new. The first book takes the pupil over a series of imaginary journeys,—with what results, we can express in no better way than they were expressed by a contributor (one of our most valued lady teachers) in the January number of this journal. But the second number seems to us of especial value, and we earnestly recommend our teachers to examine it with a view to its introduction.

(3) For young persons of the age of the majority of those in our high schools, we have never found any thing equal in practical working power, in this branch of study, to Quackenbos's Course of Composition and Rhetoric. Yet it is a book not without defects, some of which, it seems to us, this author avoids. To those who prefer to study Rhetoric in a more concrete and logical form, following Campbell or Whately, etc., we can, upon careful examination, recommend this book as, in our opinion, better than either of them for practical use in the school-room. It is carefully written, clear in its language, and very full in its illustrations. In regard to Composition-writing, the author thinks that the matter should be supplied, and the pupil disciplined in giving it expression. Passages containing good matter, but faulty in construction, should be prescribed, to be amended according to the laws of style. Poetry should be converted into prose, and rhetorical parsing should be pursued to a great extent.

(4) We are now using, with a fine class of pupils, Harkness's First Greek Book, and with the greatest satisfaction. During all our teaching we have found no book that so completely combines the two essentials of thoroughness of drill in grammatical principles with the interest and progress of the pupil. Avoiding the lack of system of Ollendorf, the diffuseness of Arnold, the author has at the same time given clear and definite grammatical principles and rules, and immediate practice under these rules in reading and writing the language. The same principles seem to be applied to the Latin in the book under consideration. The grammatical statements, the paradigms, and the rules, are given in the words of the author's larger grammar, even retaining the same place upon the page. Combined with these are exercises in translation from Latin

(2) GUYOT'S GEOGRAPHICAL TEXT-BOOKS. Chas. Scribner & Co., 654 Broadway, New York.

(3) A MANUAL OF ENGLISH COMPOSITION AND RHETORIC. By Alexander Bain, M.A., Prof. of Logic in the University of Aberdeen. D. Appleton & Co., New York. 344pp. \$1.75.

(4) HARKNESS'S INTRODUCTORY LATIN BOOK. D. Appleton & Co., New York.

to English, and from English to Latin, thus putting the pupil's acquisitions to immediate use, and enhancing the interest of the study. If this book works as well in the class-room as the author's First Greek Book (and of this we see no reason to doubt), it will prove a valuable aid to both teachers and pupils.

(5) We are much pleased with these Arithmetics. They contain, especially the first of the series, a great deal of simple practice, which we have found very essential in order to make good arithmeticians. It is not merely the *knowing how*, but it is the being able to *do*, that constitutes the good accountant or business-man. Too many authors, and teachers too, hurry the pupils along from principle to principle, not taking time to grave, as it were, the last into the mind. This error the books before us carefully avoid. We had thought that nothing new could be brought forward upon this subject; but we are now constrained to modify that opinion,—so far, at least, as the method of developing it is concerned. We advise those who are about to change arithmetics to examine these.

(6) THE object of this book is to furnish a Latin Reading-Book for beginners, sufficiently copious to prepare them to read any classical author with ease and profit. It contains extracts from Cæsar in Cæsar's own language, but with the difficult passages omitted, and extracts from L'Homond's *Viri Romæ*. The notes are full and very excellent. The references are to Zumpt's Grammar. The pupil who reads this through with care will be well up in Classical Geography and History, and much better prepared to read Cæsar than are pupils usually upon having finished an elementary book. It is to be used in connection with Part I.

(7) THE practice of map-drawing is very essential to a right knowledge of Geography. In German Schools a pupil is not considered as having a correct knowledge of any country until he can reproduce it upon the blackboard. One reason of the neglect of this important branch in our schools is perhaps the lack of a simple and practical system of map-drawing. Various attempts have recently been made to remedy this, of which the book under consideration is one. The author takes as the base figure, to which he refers all, the circle. This, as the simplest figure that can be drawn, has its undoubted advantages; yet, in looking at it, we have thought that it does not appear so easy as some of the methods by triangulation. In this we may be mistaken, and practice alone can decide. Doubtless good results can be attained by this work, and we should be glad to see it used in our schools.

(8) THIS is one of the books which we gladly welcome to the scanty 'teacher's library'. It will be valuable to every teacher. The law presupposes a knowledge of itself in every one; but how few are familiar with even the ordinary principles applicable to their daily life and business. Especially is this true of teachers, and therefore we are glad to see the laws relating to our profession put in so compact and readable a shape. The chapters treat of (1) Schools, School Systems, and Governments; (2) The law as to Religion in Schools, giving the old English and colonial laws, etc.; (3) The same continued, giving the laws of the several states now in force, with explanation; (4) Law as to Corporal Punishment,—Parent and Child; (5) The same,—Teacher and Pupil; (6) Law as to Punishing Misconduct out of School; (7) Law as to the proper Instrument to be used in Punishment; (8) Law as to Interference of Parents; (9) Law as to Teacher's Morality. It will be seen that matters of vital importance to the teacher are discussed. The laws of the various states are given and explained, decisions upon the various points are referred to, and the opinions of eminent jurists and educators cited. Even to the lawyer the book will be valuable, as citing him to cases, and legal precedents, thereby saving much labor. We see that the author has had the good taste to make several extracts from Hon. N. Bateman's Reports, which do not lessen the value of his book.

(9) THE battle of the Dictionaries has now ended, or at least, if not decided,

(5) NATURAL SERIES. FELTER'S PRIMARY, INTERMEDIATE and COMMERCIAL ARITHMETICS. By S. A. Felter, A.M. Chas. Scribner & Co., 654 Broadway, New York.

(6) PRINCIPIA LATINA. Part II. By Wm. Smith, LL.D., and Henry Drisler, LL.D. \$1.25. Harper & Brothers, New York.

(7) SYSTEM OF MAP-DRAWING. By F. L. Ripley, Michigan Normal School. A. S. Barnes & Co., New York.

(8) THE LAWYER IN THE SCHOOL-ROOM. By M. McN. Walsh, A.M., LL.D. 161 pp. Sent by mail for \$1.00 J. W. Schermerhorn & Co. N. Y.; Speakman & Proctor, 6 Custom-House Place, Chicago.

(9) WEBSTER'S UNABRIDGED DICTIONARY. New Revised and Illustrated Edition of 1864. G. & C. Merriam, Springfield, Mass.

the noise and tumult of the conflict have measurably ceased, and the smoke is lifting from the field. Thanks to it, we have now two dictionaries of our language with either of which a scholar may be passably content. Yet we do but repeat the opinion of many scholars when we say that the present Webster surpasses in some important respects its contemporary. We want them both; but if we were confined to one, that one would be Webster's. No scholar can be without it: no teacher can afford to neglect it. It is a library in itself. The man who habitually uses the dictionary soon surpasses in accuracy and fullness him who does not. Many scholars read it daily. We do not suppose the 'story has much connection', but it amply repays, in a larger vocabulary, more accurate use of words, and the power of discriminating nicer shades of thought. Buy a dictionary, and study it.

(10) THE present age can boast three original thinkers—Herbert Spencer, John Stuart Mill, and John W. Draper; and, in our opinion, the most *original* and the most *profound* of these is the one first named on the list. Bold in the advocacy of truth, sincere and earnest in its search, yet reverent, as, step by step, each new principle of a positive philosophy is developed, Herbert Spencer stands preëminently as the representative man of modern metaphysicians and philosophers. His philosophy is a new philosophy, founded upon the law of Evolution, which is from the 'homogeneous to the heterogeneous, from the simple to the complex', as set forth by Goethe, Schelling, and Von Baer, at the commencement of the present century. We are reading for the *second* time Herbert Spencer's First Principles. If any of our readers are *metaphysically inclined*, we would recommend to them to get Spencer's works and read them. Every teacher should *own* and *read* his *masterly* work on the subject of Intellectual, Moral and Physical Education. s.

(11) If every book were compelled to give a reason for its existence, we fear this volume could give no valid one. Its scene is laid in Minnesota, a few years since, while the object seems to be to delineate all the trying circumstances, the dreadful adventures, the hair-breadth escapes, the impossible deeds, which imagination let loose could contrive for a boy of 12 and a girl of 10 years of age, who are left with a widowed mother to care for and support. They are hunted by Indians; they are plotted against by an unprincipled deacon (strange that the stock villain should always be a deacon), and a murderous doctor; they kill bears; the boy tumbles into a river, and, with no previous knowledge of swimming, he comes up kicking like a frog, and, after two or three uncomfortable 'summersets', which one would think extremely inconvenient under the circumstances, he swims across, using only his feet; they tame swans, and the girl harnesses them to a boat and is run away with by them, the water 'foaming' at the bow; they build an ice-boat, of which a picture is given in the artist's best style for a frontispiece, rigged in a manner that no mortal ever conceived before, and which would be as practically impossible as are all the 'vivid occurrences'; they are chased by wolves; and finally, the boy, after being shot at by, and shooting the deacon,—being by this time of the advanced age of 13,—finds that the dead father is not dead, but has made his pile in California: and so all ends well. This must be said of the book: it will interest children, for they are always interested in stories of frontier life and adventure, and do not often stop to consider the verisimilitudes; and the moral tone of the book is good, were it not for its platitudes.

(12) AFTER the demon of Slavery and Disunion has been exorcised, the great battle before us as a people will be upon the subject of Temperance. Owing to many causes, intemperance is largely upon the increase; and it behooves us all to look to the end. Every friend of temperance should now bestir himself and gird anew his armor for the contest. It must be felt by politicians that temperance men have *principles* to which they will adhere. The Western Temperance Advocate is always welcome to our table, as an able and earnest journal. Every friend of temperance should give it his support. Especially should we be glad to see its circulation extended among teachers, who are presumably all in favor of its principles.

(10) EDUCATION—INTELLECTUAL, MORAL, AND PHYSICAL. By Herbert Spencer. D. Appleton & Co., New York. S. C. Griggs & Co., Chicago.

(11) THE CHILDREN OF THE FRONTIER. \$1.50. D. Appleton & Co., N. Y.

(12) WESTERN TEMPERANCE ADVOCATE. Published Weekly, 15 Lombard Block, Chicago. \$2.00 per year.

WE have just received and carefully examined *Greenleaf's New Practical Arithmetic*. It is well arranged, and well adapted to take its place in our common schools. It is certainly a good book. Published by Robert S. Davis & Co., Boston. s.

Two volumes of the *American School Series* are before us—an Arithmetic and an Algebra. These books are not without merit: indeed, it would be almost impossible, at the present day, for one to write a school-book without embodying *some good things* in it. Our attention has been directed to one thing in particular—the *accuracy* of the definitions. These would be *good* books in the hands of *good* teachers. They abound in examples, and are wanting, in our opinion, in *illustration*. The author is Mr. P. A. Towne, a practical teacher, and formerly Principal of Barton Academy, Mobile, Ala. Published by John P. Morton & Co., Louisville, Ky. s.

PAYSON, DUNTON & SCRIBNER'S STEEL PENS.—We have received a sample of very fine pens, from Crosby & Ainsworth, which they propose to forward, prepaid, on receipt of \$1.25 per gross: No. 303 for school purposes; No. 8 for ladies' use; No. 117 for free writing; No. 7, coarse, for commercial purposes. Any teacher can thus supply himself with good pens at a cheaper rate than he can procure the same quality at the bookstores.

THE METRIC SYSTEM.—Pamphlets on this subject have been published by Sargent, Wilson & Hinkle, Cincinnati; J. B. Lippincott & Co., Philadelphia; and A. S. Barnes & Co., New York. These pamphlets contain the tables in full, with needed explanations for teachers. w.

THE EYE.—A. H. Andrews, Chicago, publishes a very neat colored diagram of the eye, representing its structure better than any thing else of the kind we have yet seen. When framed, it makes a nice ornament for the walls of the school-room. w.

INK.—We have tried a paper of the ink-powders advertised in our March number, and find them to make a very black, free-flowing and beautiful writing-fluid. As no ink at all approaching it in these qualities can be obtained at 40 cents a quart, it offers teachers a means of supplying their schools cheaper than in any other manner, and with a good article.

[Several book notices, including some from our associates, are unavoidably omitted, but will appear as soon as possible.]

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See Prof. Wood's article on "Spring Flowers," in the April No. of the "*Educational Bulletin*."

THE METRIC SYSTEM.

The International System of Uniform Weights and Measures must hereafter be taught in all Common Schools. Prof. CHARLES DAVIES is the official exponent of the system.

Read the Following Resolutions,

adopted by the Committee of the House of Representatives, on a "Uniform System of Coinage, Weights and Measures," Feb. 2d, 1867:

Resolved, That this Committee has observed with gratification the efforts made by the editors and publishers of several mathematical works, designed for the use of Common Schools and other institutions of learning, to introduce the METRIC SYSTEM of Weights and Measures, as authorized by Congress, into the system of instruction of the youth of the United States, in its various departments; and in order to extend further the knowledge of its advantages, alike in public education and in general use by the people,—

Be it further Resolved, That Prof. CHARLES DAVIES, LL.D., of the State of New York, be requested to confer with the Superintendents of Public Instruction, and Teachers of Schools, and others interested in a reform of the present incongruous system, and by lectures and addresses promote its general introduction and use.

The April No. of the "*Educational Bulletin*" contains an exposition of the "Metric System," from the pen of Prof. DAVIES, and the latest editions of his *Arithmetics* have it incorporated.

NEW PUBLICATIONS.

MARSH'S ECCLESIASTICAL HISTORY. A History of the Church in all Ages. *For the use of Colleges, Seminaries, High Schools, and the general reader*..... Price, \$2.00

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NUMBER 5.

WHAT IS TRUTH?

THIS question was asked centuries ago, but the Divine person to whom it was addressed did not see fit, by answering it immediately, to close the door to all investigation. It was to be an open question, upon which inquiring minds in all time might exert their powers. Not a generation has passed since the creation which has not witnessed the groping of the human intellect after truth, and enough has always been revealed to it to meet its necessities.

But the light of one age is not sufficient for the next; and as the intellectual powers expand and man becomes better acquainted with the world he lives in, the great question assumes multiform shapes. We are compelled to ask ourselves how much is true of all that has come down to us from ancient times. Some things we have been obliged to unlearn: the earth is not the centre of the solar system, as once supposed; this fair world, so full of wonders within and without, was not put together in the short space of six solar days; the heavenly bodies, from their 'shining spheres', do not rule the destiny of mortals. It is very easy to see what we have unlearned; but when we inquire how much of actual truth we have learned, we pause for an answer. We say that the heavenly bodies are kept in their places by gravitation; but if we ask what is this mysterious power called gravitation, and why it draws bodies toward each other, no answer comes. We are warmed by the rays of the sun, and cheered by the winter's fire; but if we try to lay our hand upon the great source of heat, it eludes our grasp. We look with wonder and with awe upon the angry glare of the lightning and the brilliant glories of the Aurora, but the cause of them: what is it? We call it electricity, and try to define its properties, but of its real self we know nothing.

How much of the medical practice of past ages has been based upon actual truth? One theory has sprung up, been acted upon and exploded, only to be succeeded by another little less absurd. Some ap-

proximation to the truth has been made, we thankfully admit, but how much of error still remains.

Thus, whatever subject we attempt to investigate, we stand amazed to find how little our boasted knowledge amounts to. What do we know of ourselves, even of this curious mechanism we call body? what of the spirit that dwells within, or of the mode of communication between the two? what of its future, beyond the fact that it has a future, and that its state hereafter will be in accordance with its character? Some progress has indeed been made, and, by dint of investigating and experimenting, men in these latter days are learning to correct the errors of past ages, and to make more rapid progress toward truth. The great improvements that have been made in the various departments of science and art, within the last half-century, are a proof of this.

In the political world great changes are going on. The great principle of equal protection to the rights of all, which should underlie all government, but which has been so long ignored and trampled upon by the rulers of the earth, is beginning to pervade the masses and to make itself felt in the legislative assemblies of the nations. The grand truth of human brotherhood is taking hold of the minds of men, and despotisms of every kind are falling before it. In proportion as men become enlightened in science and political freedom, their aspirations rise higher, and they throw off the chains that bind the spirit. They dare to ask what is truth in religion, also,—to sift the creeds which human wisdom has built up with the intention of perpetuating the truth, but whose effect has too often been to paralyze and destroy it.

Systems may fall before these investigations, but the truth will stand. The barriers of separation will gradually be broken down, and in the spiritual kingdom that is to be established upon earth, and of which we see even now the beginning, the minor differences of men will be swallowed up in the great truth—There is one God, the Father of mankind, and all we are brethren.

H.

TRAINING OF GIRLS.

My head and heart are full of this subject, although I do not cherish the notion that I have new or original ideas in regard to it. No one, I suppose, can watch young, growing minds without having the very process of watching awaken thought. It has done it for me, at least to some extent, for I have by this means become so alive to the girl-training process that every nerve seems to feel it.

The fact that so many of our girls, some times our most promising

ones, too, grow up to be vain, silly, selfish, inefficient women (these are the mildest terms I can apply to them), shows quite conclusively that there is *wrong training* some where. God made girls right, we may be sure. Yet, alas! they have grown to woman's estate in all but the womanliness. It is some times difficult, often quite impossible, to tell where the *fault* lies, but the *fact* is patent. It is possible that those who have the most to do in training girls, those who are quick to discover their waywardness and faults and to complain of them, are not equally quick to notice their generous impulses, their general willingness to make any and all efforts to overcome what in them is unpleasant, disagreeable, or wrong. It is possible that those who voluntarily undertake the training of girls are *themselves untrained*,—'blind leaders of the blind'!

I dare not undertake to enumerate the qualifications essential in one who attempts the training of girls: so varied, so peculiar, so evidently endowed for the special work must he be, that no words can exactly define or even well outline what seems requisite.

A poet says, "A boy's will is the wind's will, and his thoughts are long, *long* thoughts"; but no poet that I have ever read has been able to define a girl's will, or tell what a girl's thoughts are like.

It is certain that one who has a heart for the work of training girls, and a power *in* the work, may well rejoice if the Master sends him early into the vineyard, for the plants are choice, of rapid growth, and of wondrous excellence and beauty in development, so be the training hand has the God-given power needed to bring them forward into a healthy, complete and perfect life.

A. N.

March, 1867.

AN INCIDENT IN TEACHER-LIFE.

A BOY was in trouble at school. With no great stock of goodness originally, he had for some weeks been growing worse and worse; idle, careless, hateful,—at last lying to hide some of his misconduct,—his teacher's wisdom and patience were both put to a sore test; all means of improving him seemed to have failed, and yet *something* must be done. As a last resort, a visit was made to his home; but, alas! what could be expected from such influences? the only wonder was that the boy had not given more trouble even than he had; yet the visit was received with thankfulness, and the request made that the offender should be punished severely, and if this had no effect, that he should be expelled from school, as he had made trouble there long enough, in the opinion of his mother; if he *would* go to destruction, it could not be helped;—*she* could do nothing with him, and his father

was from home. Morning came, and teacher and scholar stood together in a private interview. The boy, coarse, rough, shaggy, trembling, and agitated,—the very personification of ignorance and darkness; the teacher, cultivated and refined in feeling and manner, quiet, determined, kind, though holding the 'rod of correction' in hand. A bystander would have noted the strong contrast, and asked, "Can there be any thing in common between them?" Yet is there some *soul* looking out from the bold black eyes now streaming with tears, raised imploringly to the teacher, as the culprit pleads to be let off this time, and repeats again and again his promises of reform. His evil courses and their consequences are set before him clearly and kindly; idleness, misconduct, lying, disobedience to his mother, expulsion from school, the state-prison not far in the distance.

The calm, searching eye of the teacher rests upon him, while the resolute will and cool judgment, not to be shaken from their purpose by tears, hold feeling in check, and question only which is the right course, as the long, weary days of trial with the boy's perverseness pass quickly in review; and then the interview with the mother the night before comes up,—the sad, hardening home-influences,—the solemn words spoken to her of her responsibility for her child who had gone so far astray,—the tearful acknowledgment that she had not done her duty as she ought by her children; and a voice seems to whisper, "Perhaps it is a turning-point; whipping is no new thing to him; perhaps it will have more effect held in reserve over him than administered and so ended: try him again." The thought prevails; and, subdued and thankful, the boy is allowed to take his seat in the school-room, with the understanding that his punishment is ready when his promise is broken.

It *was* a turning-point: a little following-up with manifestation of kindly interest in his efforts to regain what had been lost in his studies, a watchful eye over him when the old temptations to indolence and carelessness were strong, an occasional note to the mother telling her of his improved conduct, a hitherto vacant place in Sabbath-school filled,—and a new spirit seemed to enter the boy: the transformation was complete.

O wondrous power of soul over soul that can produce such results! the stillest influences strike deepest; God's own plan of government carried on by us in our feeble way: not all justice, or we should be crushed; not all mercy, or there were no government; the unseen mind performing its work upon the unseen mind, and the greater the power of the one mind, the greater its influence over the other. Shall we not pray God that in the exercise of this high and perilous gift we may be guided by his own wisdom, for divine is the melody struck from that strange harp, the immortal spirit, when God's good angels guide the hands that touch the strings.

"FEAR NOT, WE ARE CHILDREN OF A KING."

How many homely ways of life are trod,
 How many lowly deeds are daily done,
 By those who have a birthright given of God,
 Who have a brotherhood in his dear Son.
 How many such there are who take and bear
 All life's dark crosses for this brother's sake,
 In silence oft, and asking none to share;
 They would no pity in his service take.
 And so indeed 't is well—the Master's cause
 Hath always need of those who love it well,
 And then *no matter* how the burden draws
 Upon the strength and life:—no need to tell
 How much we do, or bear, or suffer here;—
 The Prince we love will always watch his own,
 And evermore unto his waiting ear
 Will come the knowledge to all else unknown.
 The children of a king may well abide
 Content, e'en in the narrow ways of life,
 Nor from their Father's work e'er turn aside;
 He would not have his children in a strife
 Where only paltry honors can be won,
 Nor need they seek for such, for they will find,
 When all the work of life is bravely done,
Their crowning day, their Father kept in mind.

March, 1867.

A. N.

COËDUCATION OF THE SEXES.

[THE following eloquent extract upon the coëducation of the sexes is from the pen of the Hon. John Swett, Superintendent of Public Instruction for California. We copy it to indorse it most heartily. Through all the years of boyhood and youth, we never saw any evil results from the union of the sexes in the same school, but, on the contrary, much good. And now for very many years of teacher's life, during all of which, with the exception of but one year, we have been engaged in mixed schools, from the district school to the academy, the seminary, and the city high school, our experience is to the same effect; and we trust the time is at hand when all our higher institutions of learning will be open to both sexes alike.]

The coëducation of the sexes is a characteristic feature of our American common-school system, in contradistinction to the European system of national schools. Every where in the United States, except in

a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where boys and girls are educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected there than with us? We are no believers either in the celibacy of the clergy or the separate education of the sexes. We were born and bred in that benighted corner of the Union where common schools were first established, where they have since been nurtured and sustained, and where men and women have been taught to think for themselves. Our pleasantest memories of school-days are associated with the bright-eyed little girls who came to school on summer mornings, bringing Mayflowers, and lilacs, and peonies and pinks in their hands. We loved some of those pretty girls with all the fullness of boyish feeling. We have never forgotten them, and never expect to forget them. God made them beautiful, like spring violets, and gave us hearts to love them; no body ever informed us it was dangerous to play with them, to ramble with them round the pastures after flowers and strawberries. No impure thought ever sullied our affection for them, for no moral reformers had ever poisoned our minds with the notion that boys and girls are innately vicious. Barefoot farmer-boys were all of us, with tanned faces and hands used to toil; and farmers' girls, red-cheeked, barefoot too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teachers. They made the old school-house pleasant with the sunlight of their faces, and merry with their ringing laughter. They softened our rough natures. We chose the girls we liked the best at the spelling-matches, and never were the worse for it. We hauled the girls on sleds in winter-time, and slid on the ice together, and none of us ever thought of evil. Some of us even fell in love, and had dim notions, in sentimental moments, that away in the future we should marry some of these favorite girls; but the fancies were never realized, and they never did us any harm. School-master and school-mistress are forgotten; the old school-house is in ruins. Two of the boys who sat with us in school, after life's fitful fever, rest in peace in this land where they found graves in stead of gold. We turn with vain longings to the home scenes which we never expect to revisit. The girls are all married; our hair is turning gray; but we look back upon the past, and feel devoutly thankful that our fathers, and mothers, and teachers, had common sense enough to believe in letting boys and girls go to school together.

By using delicate gold electroscopes, indications of statical electricity have been obtained from living blood, nerve-tissues, and muscular fibre.

INDIVIDUALITY.

THE homely but forcible saying, "One man's meat is another man's poison," is but the popular expression for an idea upon which so many changes have been rung that one can not hope to say any thing original or new on the subject. Every one feels strongly that he wishes his own peculiarities of thought and of action—in other words, his own individuality—to be respected. Whether he is willing to accord this full freedom to others or not, he at least expects for himself that he shall not be crowded and pushed and manipulated,—amputated in one direction and drawn out in another,—until he shall be made to fit a mould which some other person has pleased to prescribe as suitable for him. We all prefer to do things in our own way, with no fear of being called to account because we are not exactly like A, B, or C. We are willing to conform to *general* laws, and to work according to the same general principles as the rest of the human race; but as to observing the same *letter* of the law, we wish to be excused.

Something of this same freedom should, we think, be allowed in the school-room. Certainly we must have rules there, and enforce them; but we must allow ourselves and our pupils some little latitude. Peculiar temperaments and peculiar home-influences must be carefully studied and observed, and, in our treatment of pupils, must be taken into account, if we would not suffer defeat. The Medo-Persian inflexibility of law will not do for the school-room.

To be sure, in avoiding this Scylla, we are in danger of the Charybdis of appearing to treat some pupils with partiality; and so the last evil may be worse than the first. But if we strive to keep our minds unprejudiced, and permit our best judgment to decide in every case, not neglecting the observance of the golden rule, we shall generally be able to maintain a course of action that will commend itself to that sense of justice which is strong in every child's mind.

When we see the heterogeneous mass of material that is often committed to the teacher's care, and consider that patience and tact and wisdom are needed to harmonize and control and guide them aright, what wonder that poor human nature shrinks back with the exclamation "Who is sufficient for these things!" Surely no guidance but his who never makes mistakes should satisfy any one who is called upon to teach.

IF, in instructing a child, you are vexed at it for want of adroitness, try, if you have never tried before, to write with your left hand, and then remember that a child is *all left hand*.

WHAT EVERY SCHOOL-HOUSE SHOULD HAVE.

IN the first place, it should have a pleasant location, where it will not be exposed too much to the noise and dust of the highway, nor have noisy factories, nor distilleries, nor pork-houses, as its near neighbors. Nor is it advisable to locate it, as is often seen, close by the burying-ground. Its surroundings are educators not to be neglected.

It should have separate entrances for the sexes, and entrance-halls large and light, well supplied with nails, or wardrobe-hooks, to accommodate the outer and upper garments of the pupils. An umbrella-stand, and boxes, or pigeon-holes, for overshoes and dinner-pails, are desirable. If the school be large and graded, the primary scholars should have separate entrances, and separate grounds. Otherwise, they will always be exposed to injury from the larger pupils.

Every school-house should have a room which can be made comfortable for the pupils, to be occupied by them at noon, or when the teacher is away. Most of the damage to school-houses is done at noon by those who remain, often expressly to be rude and noisy. A plain room, with only a single stout bench around the wall, will answer. This can be put into the ordinary small school-houses between the two doors. It can be used as a recitation room, and it will generally repay very large interest on its cost.

Every school-house should have a well, and a place for washing. What thirsty creatures school-children are can only be realized by teachers, and by those who live near schools. Most mothers are aware of the startling facility with which the hands and faces of their little ones become 'of the earth, earthy'. And to save annoyance, to teacher and to neighbors, and to enforce cleanliness, water and the means of using it should be supplied.

Every school-house should have an ample play-ground, especially in villages, so that the scholars can have room for active amusements without being on the street, or in neighboring premises. And this should not be made a garden, or closely set with trees. Ornamental shrubbery is out of place in a play-ground. A row of shade-trees around the outside is well, but no cramping the play-ground should be allowed.

Every school-house should have a large floor-space unoccupied by desks. There should be a wide passage-way outside the desks, entirely around the room. No teacher wants scholars lolling against the wall, or leaning on the window-sills. The walls are thus free to be used for blackboards, and classes can be placed on either side of the room at convenience. There is then room for visitors at examinations

where they can sit apart from the pupils. A teacher can pass entirely around the room with freedom.

Every school-room should have a suitable place to keep its books and apparatus under lock and key when not in use, a closet; with glass doors, if there is any thing worth displaying, but something safe and strong, where the globe can be kept from revolving too often, and the dictionary be secure from that 'play upon words' which is some times indulged in.

Every school-room should have its windows so that they can be lowered from the top, as the safest cheap ventilation practicable.

Last, but not least, every school-house should have a live teacher in it who takes the Illinois Teacher, and pays for it promptly. By way of a general remark, let it be remembered that good articles cost little more than poor ones to begin with, and are much cheaper in the end.

Y. S. D.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, *Springfield, Ill., May, 1867.* }

THE RELATION OF CITIZENS AND VOTERS IN SPECIALLY INCORPORATED SCHOOL DISTRICTS, TO THE TOWNSHIPS AT LARGE, IN WHICH SUCH DISTRICTS ARE SITUATED.

THE courts have decided that when a city or incorporated town is, by act of the legislature, created and constituted a special school district, with the powers and authority necessary to manage and carry on its school affairs in accordance with its own by-laws and ordinances, the voters of such city or town have no right to vote on school questions outside of the city limits. Thus, the schools of the City of Springfield, for instance, are managed by a Board of Education, in accordance with the provisions of the charter, and with the rules and regulations prescribed by the city council: the city is a specially incorporated school district, so far as its educational affairs are concerned. But the city is at the same time within the territorial limits of, and a part of, a certain congressional township (15 N., 5 W.). In this state of facts, two questions arise: 1. Can the legal voters of Springfield vote for school trustees of the township in which the city is situated? 2. Can a citizen of Springfield be elected school trustee of the township, or appointed treasurer thereof? The first question is answered in the negative by the judicial decision above referred to—the citizens can not vote on school questions outside of the city limits. Their

right to be regarded as a part of the body politic of the township at large is negatived by the special corporate powers and privileges conferred by the private law or charter. But does it follow that, because a citizen of the specially incorporated school district of Springfield can not vote for school trustees of the township in which the city is, he is therefore ineligible to the office of trustee, or treasurer, in said township? I think not. The conditions of competency to vote *for* an officer, and to be chosen *as* such officer, are not necessarily identical. A man may be a competent voter, and at the same time ineligible as a candidate, and *vice versa*. Or, to apply the principle, while a citizen of Springfield can not take part in the election of township school trustees, he may be legally elected to the office of township trustee. He is a *resident* of the *township*, as much so as any inhabitant thereof living outside the city limits; and the school law imposes no other special condition of eligibility to the trusteeship. The statute no where says that a school trustee or treasurer shall not be a resident of a city or incorporated town, but only that he must be a resident of the township. (Section 42.) Moreover, the before-mentioned decision of the court, being restrictive of the ordinary rights of the inhabitants of a township, should be *strictly construed*. It is inhibitive only of the right of voting, not of being voted for, and should not be allowed to embrace any matters not expressly designated therein. Unless, therefore, there is some statute, or judicial decision, expressly forbidding a citizen of a specially incorporated school district to hold the office of township school trustee, or treasurer (and I know of none), the right to hold such office would seem to be unquestionable. The correctness of this view is also evident from a consideration of the reasons why the citizens of a special school corporation are not allowed to vote beyond the limits of said corporation, on school questions. Among the school questions arising in the township are those of creating and changing the boundaries of school districts, the loaning of school funds, and, indirectly, the levying of taxes, etc. Now, since the voters outside the city limits have no voice in determining any such questions arising within the city limits, it is right and proper that the voters of the city should be equally excluded from taking part in the decision of such matters for the township at large. On this principle the voters of one school district, under the general law, are prohibited from voting in any other school district—the right of voting being coëxtensive only with the liability to taxation. But none of these considerations apply in bar of the right of a citizen of a specially incorporated school district to hold the office of trustee for the township at large. Such citizen does not meddle at all with the local interests and elections of the outside portion of the township, but is merely chosen, by the voluntary act of the voters concerned, to perform the duties of trustee of the township of which he is a resident; and if the

voters see fit to elect him, he may lawfully accept the position—he is clearly eligible. So in respect to township treasurer: a citizen of any city or incorporated town within the limits of the township may be appointed to that office.

INTERFERENCE OF OUTSIDE PARTIES WITH THE MANAGEMENT AND CONTROL OF PUBLIC DISTRICT SCHOOLS.

No public school is entitled to receive any part of the school fund unless it is under the exclusive control and direction of a board of directors legally elected by the people of the district. No board of directors can surrender the management of their school to any Protestant clergyman or Catholic priest, or to any other person or persons whatever. They would be personally liable for so doing, and the school fund would be forfeited for the whole time that the school was controlled by any persons besides the directors. Ministers of the Gospel and all other good and godly men are respectfully and cordially invited to visit the public schools, and their aid and counsel are always warmly welcomed and earnestly desired by all the true friends of popular education; but they must not interfere with the proper official management of the schools, any more than others. A teacher who is interfered with or dictated to in respect to the management of the school, by any persons besides the directors, may regard such persons as intruders, and, if necessary, eject them from his premises. A school ceases to be a public school, in the eye of the law, the moment that the control of it is assumed by any person or persons whatever except the directors. It may seem unnecessary to state these obvious truths, but instances of the flagrant disregard of them have occurred in the state, and this exposition of the law in the case is made for the information and guidance of all concerned. (Section 48, School Law.)

MAY BUILD ON OLD SITE.

If an election is called to vote on the question of building a new school-house, nothing being said in the notices about a change of site, and a majority of the votes cast is in favor of building, the directors may lawfully proceed to build upon the old site. In such cases the presumption is that no change of site is desired by the people.

COMMISSIONS ON DELINQUENT SCHOOL TAXES.

The law allows but two per cent. for collecting *all* school taxes. No additional commissions are allowed for collecting *delinquent* school taxes. The school law (Sections 45 and 71), and not the general revenue laws, governs in regard to commissions for collecting school taxes.

STATEMENT, BY DISTRICTS, OF THE AMOUNT OF SPECIAL TAXES COLLECTED—COMPENSATION FOR.

When collectors of district school taxes, delinquent or otherwise,

decline to make out a statement of the amount belonging to each district, without compensation for the extra service, township treasurers may allow a reasonable fee for such statement, and charge the respective districts therewith, in proportion to the amount collected from each district. If such statement is still refused by the collector, the township treasurer must ascertain the amount due each district, from the books of the assessor, and for such service the trustees should allow him a reasonable compensation. It would greatly facilitate the making of such statement, if an extra column were ruled in the assessor's books, showing the number of the district in which each tax-payer resides.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

STATE INSTITUTE.—We call the attention of teachers to the notice of Pres. Edwards respecting a teachers' institute at the Normal School during the summer vacation, and would urge such as can attend to send their pledge at once to Mr. Edwards. An institute of several weeks' duration, held under such auspices and with such advantages, can not fail to be of great value to all teachers. It is worth while to make sacrifices of ease and inclination—yes, even of (what some think of greatest moment) money,—to receive the inspiring drill and the valuable instruction of such professional teachers. It will be the nearest equivalent to a course of study at the Normal itself that can be attained. Let it be remembered that this will be a great tax upon Pres. Edwards and his associates, and can not in any way be construed into selfishness. Let any teacher who has labored faithfully and severely ten months in his vocation ask himself how *he* would like to give up a large part of the little summer rest to a continuance of the same kind of labor as that in which he had all along been engaged. We trust, then, that teachers will at once send in their names, as they must reach us before the 15th of May in order to appear in the June number of the Teacher.

SKELETON LEAVES.—We give the method of preparing skeleton leaves and phantom bouquets, for the benefit of our lady teachers. By taking a little pains, they can easily interest their pupils, and awaken within them a love for such pursuits; and who can tell how many homes may be made beautiful, and how many hearts happy, and how many lives purer, by such love!

A solution of caustic soda is made by dissolving three ounces of washing-soda in two pints of boiling water, and adding one and a half ounces of quick lime previously slacked; boil for ten minutes, decant the clear solution and heat it to boiling. During ebullition add the leaves: boil briskly for some time

—say an hour,—occasionally adding hot water to supply the place of that lost by evaporation. Take out a leaf, put it into a vessel of water, and rub it between the fingers under water. If the epidermis and parenchyma separate easily, the rest of the leaves may be removed from the solution, and treated in the same way; but if not, then the boiling must be continued for some time longer. To bleach the skeletons, mix about a drachm of chloride of lime with a pint of water, adding sufficient acetic acid to liberate the chlorine. Steep the leaves in this till they are whitened—about ten minutes,—taking care not to let them stay in too long; otherwise, they are apt to become brittle. Put them into clear water and float them out on pieces of paper.

SPELLING.—Many persons are often troubled to remember, in spelling words containing the *e* sound represented by either *ei* or *ie*, which letter comes first. Especially is this difficulty experienced by foreigners. The following rule, said to have been first given by a teacher of English in Brussels to her pupils, may be of some advantage, as it meets nearly all cases that occur in our language:

If the letter preceding the *e* sound is one which precedes *e* in the alphabet, then in spelling the *e* comes first, thus: *de-c-eive*. If, however, the letter preceding the *e* sound follows *e* in the alphabet, then in spelling the *i* comes first, thus: *re-l-ieve*. As before stated, there are a few—and but few—exceptions to this rule, as *brig-a-dier*.

The Rhode-Island Schoolmaster gives the following spelling-test. The words are to be pronounced to pupils to write on slate or paper:

Sentence.—Preferring the inuendoes, I affirmatively claim that the cobbler's grey pony ate a potato out of a pedlar's wagon, while separating the cornelian hues which the sibyl had gauged.

J. W. B., in the New-York Teacher, gives the result of the spelling of the following fifty words, selected from Sanders's New Speller, pronounced to five different institutes last fall. Of 391 teachers who spelled, the highest per cent. attained was 98, and the lowest 9½. We give the words as an exercise for institutes and schools:

Abscess, Orgies, Rhinoceros, Raisin, Epaulet, Sulphur, Jackal, Ossify, Diphtheria, Syllogism, Calcareous, Gayety, Iniquitous, Vaccination, Vegetate, Daguerreotype, Ecclesiastes, Descension, Mantua-maker, Hierarchy, Halibut, Veneer, Exchequer, Creosote, Eavesdropper, Augury, Genessee, Diocese, Restaurant, Secession, Scurrilous, Avoirdupois, Sorghum, Kaleidoscope, Erysipelas, February, Wednesday, Isinglass, Copyright, Idiosyncrasy, Oozy, Acoustics, Hygiene, Cologne, Neuralgia, Knick-knacks, Vignette, Antecede, Connecticut, Excision.

WRITTEN EXAMINATIONS.—Our friend E. A. G. asks how labor can be saved in the management of written examinations. Much depends upon the selection of questions. One may be given which calls for a very long answer; another may be answered in a very few words, and the answer show the same knowledge on the part of the pupil as the longer one. To illustrate: one question may ask for the full process in subtraction, requiring a very long answer; another may give the subtraction of two numbers, as 385 from 413, calling the pupil to explain how the 2 in the remainder is obtained. If the question is answered correctly, there is reason to infer a comprehension of the previous steps in the rule. A question can often be asked concerning an advanced step in a process, the answer to which will indicate the pupil's knowledge of the whole. If the question be double, let the two parts be of about equal difficulty: it is easier to mark the answer.

In marking a set of examination-papers, it is some times well to examine a single answer through all the papers by itself. By so doing, the standard with

which the answer is compared is more easily retained in mind, the judgment is more apt to be uniform, and time is generally saved. For ease in making out the per cent. of correct answers, it is better to have ten or twenty questions.

Some times a mistake is made in asking questions all of which require long answers. Two or three such in a set are sufficient to test the scholarship of the pupil on all points calling for such questions. w.

PRONUNCIATION OF 'ILLINOIS'.—We perceive that what seems to us an affected pronunciation of the name of our state is gaining ground somewhat among teachers: we mean the sounding of the final *s* as a sibilant. The derivation of the name is a matter over which archæologists may dispute, or exercise their guessing-powers; but it seems to us that thus much is certain: *we* received the name through the French, who do not sound the final consonant. Whether, then, the name came from the Illini, or from *ile-aux-noix*, or from any other conjecture, should make no difference in our pronunciation of a word received from the French and established in the French pronunciation.

CORRECTIONS.—By an oversight, due credit was not given for the authorship of the excellent article on 'Primary Instruction' in our April number. It was written by I. S. Baker, Esq., Principal of the Kinzie School, Chicago.

In the article upon the 'College Course', in our March number, the requirements for admission, as given in the plan of the N. Y. University Convocation, should read, in Mathematics, '*Plane Geometry*' in stead of '*Plane Trigonometry*'.

MATHEMATICAL.—By an unforeseen contingency, the Mathematical Department is unavoidably omitted from this number of the Teacher. PUBLISHER.

EDITORIAL CORRESPONDENCE.

CHICAGO PRINCIPALS' MEETING.—Mr. Vanzwoll, of the Scammon School, in the chair. Subject for discussion—*Instruction in the German language in the Public Schools.*

Mr. Sabin, of the Newberry School, stated, as a fact of his own observation, that the introduction of the study of German in the public schools tended to draw the German children from schools in which their own language was taught exclusively, giving them the advantage of the better discipline and instruction of the public schools. The greater advantage derived from their association with American children, and from their learning the customs, manners and language of our own people, was also secured. They sooner become interested in the institutions of the country: become Americanized. They receive instruction in English, where, before, none was given, though their progress in their own language is impeded. He farther stated that if American children are ever to learn German, the work should be commenced while they are young. The organs of speech have a flexibility at that age which they soon lose, and they can easily be trained to a correct enunciation of foreign sounds, while in after life the achievement is very difficult, if not impossible. Miss Kellogg, the famous operatic singer, who renders the sounds of the Italian language as accurately as the Italians themselves, is indebted for this accomplishment to thorough vocal culture in childhood by her father, who was a phonetician.

Mr. Slocum, of the Moseley School, did not consider early training of the vocal organs a necessity, and instanced, in proof, the large number of persons who become fluent in the use of several languages, without any knowledge of them till they have reached mature years. The tendency of our educational systems should be to assimilate every foreign element as soon as possible to American ideas. The public schools mould the popular will, and the introduction of foreign languages into their course of study will open the way to the formation of classes in society and a gradual estrangement from republican principles. While the study of German will partially assimilate the foreign element in some sections, he believed the desired object would be sooner accomplished by making English the only language, and bringing foreign children to the use of it at once. He also alluded to certain annoyances arising from the present manner of instruction,—as, difficulty in classifying pupils where only a few study German in each division, the confusion arising from change in recitations, and the overtasking of pupils who take this study in addition to those of the regular course.

Mr. Broomell, of the Haven School, thought that the tendency of instruction in the common schools was to too great expansion. The course is made to embrace too much. Pupils suffer from multiplication of studies. It would be better to select a course embracing not more than three or four studies at a time, and be thorough. There is more real profit derived from learning two or three branches well than from knowing a very little of as many things as are being inserted in the course of study. At all events, if German is to be taught, bring it in in its proper place.

Mr. Mahoney, of the Wells School, stated that, notwithstanding the large predominance of German population in his district, and the efforts made by himself and the teacher of German to make the study a success, it was languishing. This fact is a strong argument against it. As at present taught, it is an extra study; and being so regarded, the tendency is to neglect it for the regular branches. Pupils can not pursue it and compete with those omitting it. The time spent in its study is not sufficient to produce any practical familiarity with it, but it would be of material value in studying the regular course.

Mr. White, of the Brown School.—If by Americanizing the German people is meant to inspire them with an admiration of American customs, to infuse into them the spirit of republicanism, exclusive teaching in any language is not necessary. Language is only the form for communicating thought, and an idea can as well be embodied in German as in English. The character of a people lies in themselves, not in their language; and to influence thought, the appeal must be made to the mind regardless of the words in which it is clothed. Instruction in German will effect nothing in this direction, for or against. Besides, the German people are already in hearty sympathy with American ideas, as shown by their patriotism during the recent war. There is much more need of Americanizing the English among us than the Germans. But to the great mass of our people the time for obtaining an education is too short to allow even a fair knowledge of their mother tongue; and until this is gained, no time should be taken for the study of a foreign language. Popular mind is not yet far enough advanced to afford the luxury of the study of German.

S. H. WHITE, Reporting Secretary.

THE POSSESSIVE CASE.—Of declension of nouns substantive in English we have nothing remaining from the elder and inflected languages in which our

own, had its origin except the formation of plurals and of possessives. The general rule for the plural requires the addition of *an s* or of *es*; and to make the possessive singular we add an *s* with an apostrophe before it; so that our declension of a noun generally is effected by adding to it a hissing sound. Our language is hence disagreeably sibilant; for our verbs also add the same sound in present and perfect third persons singular.

A desire to avoid a specially-unpleasant concurrence of such sounds has led to a violation of the rule of accident for the possessive form in cases where the noun ends with a hissing sound. For instance, we open our New Testament; the possessive of the name *Moses* occurs three times: Matt. xxiii, 2, "*Moses' seat*"; John ix, 28, "*Moses' disciples*"; Heb. x, 28, "*Moses' law*". In all these instances the authors of our version have thought that the concatenation of hisses that would result from the regular formation *Moses's* would be intolerable; though in the second and third instances the following noun does not begin with an *s* or *z* sound. So, too, the possessive of *Jesus*: see Matt. xiv, 30; xxvii, 57; Luke v, 8; viii, 41; x, 39; John xii, 9; xiii, 23, 25; 2 Cor. iv, 5, 11: these are all the instances in the New Testament; in all it is written *Jesus'*, though it is followed by a noun beginning with *s* in but two instances. So in Acts xxv, 23, we find "*Festus' commandment*", where there is no such concurrence of sibilants. Another example see in 1 Cor. x, 25, 27, 28, in each of which we find "*conscience' sake*".*

Probably these and similar instances in the one book universally read have helped both to create and to strengthen the disposition to vary from the strict rule of formation of the possessive; and in consequence, some make the rule to suit their taste and custom, and would in no case add an *s* to make the possessive of a noun ending in *s* or *z*. That there has been heretofore a very common acquiescence in this euphonic rule I am obliged to admit; but if any one will study the English of the present day as written, not by the mere sciolists of the newspapers, but by good authors, he will probably be surprised to find how almost universally now the good writers follow the strict rule for the possessive. When making notes on this point lately, I found but a single author of any respectable name who would not write *Jones's*, *Davis's*, *Davies's*, *Peters's*, and the like, in stead of *Jones'*, *Davis'*, etc. Let any one who doubts this assertion read his Dickens, Scott, Thackeray, Bulwer, DeQuincey, Wilson, Emerson, Mrs. Stowe, Macaulay, or whomsoever he will of such rank in literature; and he will soon be convinced as to the usage. Thus, to pass commoner instances, like *St. James's*, *Briggs's*, *Jos's*, etc., we find on a single page of Thackeray these: *Dives's remains*, *Dives's sale* (twice), and *Dives's table*. Elsewhere the same author writes "*Ulysses's son*".

Now the usage of good writers constitutes the language; and the talk of all the petty grammar-writers from Boston to sunset should not be heeded if opposed to such usage. But beside usage there is a good reason for using the extra syllable and the additional *s* in the possessive. If language were for the eye alone, we might as well write *Mr. Woods' son* as *Mr. Woods's son*; but we hear possessives vastly oftener than we see them: hence, in case of doubt, the rule should be such as to give clearness of meaning to the spoken language. Now we have in our country persons whose name is *Wood*, and others whose name is *Woods*; and when we have occasion for the possessive in speaking the second of these names, how shall we be distinctly understood unless we say, as all good writers would write, *Woods's*? It is not a matter of trifling importance to those who desire to be correct and perspicuous in speech, which is of more

* Yet see contrary usage: "*ass's head*", 2 Kings, vi, 25; "*ass's colt*", Gen. xlix, 11; Job xi, 12; John xli, 15. These are the only instances of this noun in the possessive.

importance than to be smooth and euphonious. If we are careful, we may generally avoid the succession of hisses by different constructions of our sentences.²

Another usage some times called in question is that of the complex or agglutinate possessive, 'Louis Fifteenth's time', 'Duke of Bridgewater's canal', 'the commander-in-chief's headquarters', 'the Archbishop of Canterbury's palace', and the like. In the New Testament, Mark v, 35, and Luke viii, 49, we find "ruler of the synagogue's house". Now shall we call these correct, or rule them out? As before, appeal to the writers of good English. You will find the usage almost or quite universal, and must come to the conclusion that it is good English. I do not remember meeting with similar instances in the tongues cognate to our own, except in the Danish, from which we have some idioms: in Danish it is proper to write *Kongen af Danmarks Lande*, the King of Denmark's lands; the *s* at the end of *Danmarks* is the sign of the possessive there, as the *'s* is in the translation of the phrase. No rule can be given as to the length of the complex terms which thus as a whole take the possessive, except that they must not be so long as to be ludicrous or difficult to understand. In the Home Journal we once saw "The Autocrat of the Breakfast-Table's landlady": this is over long. Willis Gaylord Clarke, in one of his facetious stories, exclaims, "Great was the owner of that hat's consternation!"—quite in keeping with the rollicking and ludicrous tone of the narration.

It is to be noted that, while the rule of apposition puts appositive nouns in the same case, if that case be the possessive, only one of the nouns takes the possessive form. A purist may take pains to say 'at Smith's, the bookseller's'; but the common people and most writers would say 'at Smith the bookseller's'. Examples: "our friend John Jones's report" (Kingsley); "Baker the microscopist's" (Id.); "the Duke my father's roof" (R. Browning); "the Count your master's known munificence" (Id.); "For Herodias' sake, his brother Philip's wife" (Matt. xiv, 3); "for Jacob my servant's sake" (Isa. xlv, 4). No one finds in good authors such examples as occur in some grammars, after this style, "for David's, my servant's sake"; "William the servant's behavior", etc.

The word *else* is often used peculiarly. I have the following examples among others in my notes. From Dickens: somebody else's hands—somebody else's pork-pie—somebody else's enemy—anybody else's business—everybody else's disadvantage—rub their own hands and shake everybody else's—somebody else's shoulder. From Kingsley: under his eyes and every one else's. From Wilkie Collins: everybody else's views. From Epes Sargent: somebody else's sweat. This form of expression is chiefly colloquial, but is not therefore wrong or inelegant for conversation or literature.

It could hardly be worth while to incumber a grammar with the rule "an explanatory clause should never be inserted between a possessive noun and the word by which it is governed." The example cited by those who give this rule is this: "She began to extol the farmer's, as she called him, excellent understanding." This construction is so very rare that I thought the grammarian had made up both the rule and the exception; but the sentence is from Swift. In ten years' extensive reading I have met only three examples: the above in Swift; the following and one other in Dickens: "This led to Mr. Wopsle's (who had never been heard of before) coming in with a star and garter on." These are very awkward, to be sure, but not otherwise ungrammatical. In Mrs. Browning's 'Aurora Leigh' we find a clause interjected: "Their (in brief) potential faculty."

Our possessive form in *'s* is merely a continuation to the present time of the most common genitive or possessive case of the Anglo-Saxon language, which ended in *es*, making often an additional syllable. The cognate languages—German, Dutch, Danish, and Swedish—retain the genitive in *s* or *es* now, without apostrophe. But as late as the 16th century the notion arose that the *'s* represents a contraction of *his*, so that *Joha's* was supposed to arise from *John his*. Addison, in the 135th number of the Spectator (not in the 207th, as Fowler's Grammar says), gives this as his opinion: "the same single letter [*s*] on many occasions does the office of a whole word, and represents the *his* and *her* of our forefathers." Hence, with an imitation of what he supposes the antique way, he writes "Ulysses his son", and "Socrates his rules". But if 'John, his

²Of course, poetic license is not to be considered as at all against the rule which we maintain: the exigencies of verse require even greater violations of rule. We noted the following in reading Robert Browning: *Florence's self*, *Florence's side*, *purpose's sake*, *realness's sake*, *Florence's welfare*, *Venice's streets*, *softness's self*.

book', and not 'Jane's book'. Such a style of inscription in books or of usage in speech is only another instance of the habit of the illiterate of putting after a noun a pronoun in apposition with it. They say "Jehu Smith, he came to our house, and cousin Sally Jones, she came with Jehu, and my son Peter, his foot was cut," etc. Fowler, quoting the Cambridge Philological Museum, shows that Ben Jonson, one of the earliest grammarians of the English tongue, in 1640, the date of his first grammar, opposed this notion, and ascribed it to a mistake: "which distinctions, not observed, brought in first the monstrous syntax of the pronoun *his* joining with a noun denoting a possessor." Brightland, Lowth, and Priestley, are also mentioned by Brown as noticing this error to correct it. Surely, if the grammarians had done their duty, the error would have been exploded long ago.

But we find it all alive again in a very erroneous article in the Scientific American of March 30th, which advocates a wrong rule for the possessive, with abundant errors both of fact and reason: and actually says, "As to the etymology, there is no room for dispute," and speaks of "preserving a reminiscence of the original possessive *his*; as 'John, his book'." It says, arguing for the form *Davis* in stead of *Davis's*, "Whether we shall suppress and represent by an apostrophe the three letters *his* or only the two letters *hi*, is but a question of taste and convenience, not of accuracy. If etymology absolutely requires any of the letters to show, it requires all, and remands us to the full *his* in singulars and *their* in plurals." Yet in fact etymology shows that neither *his* nor *their* has any thing to do with the matter, and that even the apostrophe has not always an etymological reason. The whole article is a curious example of the loose and inconsequent and erroneous way in which people reason about what is before their eyes daily. The writer of it never took a census of the usage.

The tendency of the language seems to be to avoid the possessive forms more than formerly. At present it is rare to find the possessive in other than the following classes of cases. (1) Names of persons or personified objects: 'Saxe's Poems', 'America's sons'. (2) Nouns denoting creatures capable of volition, or voluntary action: 'a horse's ear', 'a fly's foot'. (3) Nouns denoting time: 'a moment's thought', 'an hour's work', 'a day's journey'. (4) Pronouns referring to any noun. Thus we would rarely say 'a tree's trunk'; but we can say according to usage, 'the tree *whose* beauty we admired was destroyed by lightning, which shivered *its* trunk.

S. W.

PERSONAL.

MR. C. E. FAY, until recently Principal of the school at Oak Ridge, has resigned his position and entered the field as traveling agent for the 'Sunday-School Teacher', published by Adams, Blackmer & Lyon, Chicago.

ROBERT DOUGLASS, one of the Trustees of the Illinois Industrial University, has resigned on account of ill health.

DR. JOHN M. GREGORY, Regent of the Industrial University, has recently visited Springfield to consult with the members of the committee appointed to report a course of study for the institution. The suggestions of the Regent met the approval of all the members present, and the programme will be presented for consideration at the next meeting of the Trustees, the first Tuesday of May.

REV. DR. SEARS has resigned the presidency of Brown University, to accept the superintendency of disbursing the Peabody Educational Fund.

It is not often that a teacher is complimented with a public dinner, but it has lately occurred in Milwaukee. Upon occasion of the retirement of O. M. BAKER, President of the State Teachers' Association, from the profession of teaching, many prominent citizens tendered him a public dinner at the Kirby House, on March 19th.

DANIEL DREW, of New York, has given, as a centenary gift, \$500,000 to establish a book 'became 'John's book', then 'Jane, her book' should become 'Jane's

lish a Methodist Theological School and Female College at Carmel, his native place. Charters have been obtained and officers chosen,—Rev. Dr. McClintock being selected for President. At the board meeting Mr. Drew announced that he should also place in their hands \$250,000 to be kept as a perpetual fund: also, a farm of 100 acres with its buildings; and that he proposed to erect the seminary buildings at his own expense.

D. APPLETON & Co. have presented the Trustees of the Peabody Fund for Education in the South with 100,000 volumes of elementary school-books.

JAMES K. HARMISON, of Cuba, has been appointed County Superintendent of Schools of Fulton county, *vice* Samuel S. Tipton, resigned.

HON. MARK H. DUNNELL, formerly Superintendent of Public Instruction in Maine, has been appointed to the same position in Minnesota.

STATE AND COUNTY INSTITUTES.

TEACHERS' INSTITUTE AT THE NORMAL.—Some names have been sent in, pledged to attend an institute to be held at the University during the summer vacation,—in July or August. If 100 names are received, reliably vouched for as fully committed to attend the institute, and if these come to hand in time for the insertion of a notice in the June number of the Teacher,—then the institute will be held, and a notice to that effect will be inserted as above. But if 100 names are not so received, there will be no institute, and the notice to be inserted will so state. There will be no expense at Normal except for board. Please address RICHARD EDWARDS, President State Normal University.

MERCER COUNTY TEACHERS' INSTITUTE.—This association met at the Public School Building in Aledo and continued in session for a week. Owing to the almost impassable condition of the roads, the attendance during the first two days was not large, but steadily increased during the session of the institute. There were some 35 or 40 teachers (present and prospective) in attendance, many of whom manifested a commendable zeal in the acquisition of knowledge, which would be of practical value to them in the discharge of their school-room duties. A few were decidedly 'backward about coming forward' when called upon to take part in the exercises. This, for a teacher, who is expected to set an example for scholars, does not strike us very favorably. The exercises were generally of an interesting and beneficial (and not unfrequently amusing) character, especially to all engaged in the profession of teaching. Prof. S. M. Dickey, of Whiteside county, was present during a portion of the time, and conducted the various exercises of the institute in a manner to convince the most casual observer that he was entirely at home in the school-room. The same gentleman delivered, to a crowded house, on Thursday evening, a lecture on 'School-room Duties'. The subject was ably handled by the speaker, in a practical, common-sense manner, and if many of his suggestions were acted upon by those for whom they were designed, our common schools would be increased in usefulness.

Aledo Record.

STARK COUNTY.—The second annual meeting of the Stark County Teachers' Association was held at the Court-House in Toulon, April 3d, 4th and 5th. Called to order by Chas. Myers, President. After reading minutes of previous meeting, and the transaction of some miscellaneous business, adjourned to meet at 1½ P. M. At the afternoon session the President, Chas. Myers, read a

lengthy and able address to the teachers, on their mission, their duties, and the sacredness of their chosen profession. After the address, on motion, J. F. Rhodes was elected Assistant Secretary. The Constitution was then circulated for the signature of those wishing to become members; when the names of 80 persons—teachers, school-officers, and parents—were enrolled. The usual exercises in Reading, Arithmetic, History, Grammar, etc., were gone through with, a general and lively discussion following each. Rev. Mr. Daniels, of Bloomington, delivered a lecture to a crowded house on the evening of the 4th. The question of School Government was discussed more fully than at any previous institute in the county. The following officers were elected for the ensuing year: *President*, Davis Lowman; *Vice-President*, G. W. Dewey; *Secretary*, Thos. Shallenberger; *Treasurer*, Levi Silliman; *Executive Committee*, Mrs. M. P. Nowlan, Miss Carrie Burge, W. W. Wright, Robt. Fell, and B. G. Hall. On motion, the Executive Committee were instructed to call a meeting of the Association in October, 1867. The following resolutions were adopted by the Association:

(1) That timely assistance should be afforded pupils by their teachers, but by no set rules; being governed rather by capacity of pupils and circumstances in which they are placed.

(2) That all communication in our common schools, by whispering, note-writing, or signs, should be strictly prohibited, and that three violations in one month of a rule for the prohibition of the same, in a grammar or high school, should suspend a scholar.

(3) That composition-writing should be practiced every alternate day, say ten minutes, by the whole school, and once in two weeks by writing out of school-hours and reading the same before the school.

(4) That parents should not find fault with a teacher's method of instruction without first having visited the school and becoming thoroughly acquainted with the same.

(5) That teachers should reprove all improprieties in words or actions, and breaches of common etiquette.

(6) That, although no prescribed rule can be given for teachers' occupation out of school-hours, yet those hours should not be spent in such a manner as to unfit them for their duties in the school-room.

(7) That female teachers should have the same wages as male teachers, when doing the same work.

(8) That it is for the interest of the common schools and of the editor of the county paper that the Superintendent's report of schools be published free of charge.

(9) That the thanks of the Association be tendered to Rev. Mr. Daniels, for the able, interesting and instructive lecture delivered by him.

(10) That the thanks of the Association be tendered Mr. Henney, Superintendent of Henry county, for his hearty participation in the exercises of the Association.

(11) That copies of the proceedings of the Association be furnished the Illinois Teacher and the Stark County News for publication.

WM. NOWLAN, Secretary.

J. F. RHODES, Asst. Secretary. }

CHAS. MYERS, President.

LOGAN COUNTY.—The institute commenced, April 3d, under the charge of J. G. Chalfant, County Superintendent of Schools. The course of instruction, during the session, consisted of a series of lessons given by the following named teachers: (1) Essay by Miss Anna Congdon, of Atlanta; (2) An essay by Miss Margerie Constant, of Elkhart; (3) Exercises in Orthography and Object Teaching, by A. S. Guthrie; (4) Exercises in Practical Arithmetic, by Geo. F. Colvin, of Atlanta, and Prof. McGlumphy, of Lincoln University; (5) Exercises in English Grammar and Elocution, by B. F. January, of Lincoln; (6) Exercises in Modern Geography, by Miss M. A. Eastman, of Atlanta, and Miss D. Wheelock, of Lincoln; (7) Exercises in History, by J. F. McGaw, of Mansfield, Ohio. The evenings were occupied by able addresses from Prof. McGlumphy, Hon. Newton Bateman, J. G. Chalfant, County Superintendent of Schools, and Prof. McGaw, of Ohio. Although the number of teachers was not so large as expected, yet the audience, both by day and night, was large; evincing a deep interest in the cause of education. At the close of the institute the following resolution, with others, was adopted:

Resolved, That the thanks of the teachers of Logan county, are hereby tendered to our worthy Superintendent, for his uniform kindness and courteous bearing toward themselves, and for his earnest efforts in behalf of the institute.

LEE COUNTY.—The energetic Superintendent, J. H. Preston, writes, under date of April 8th, inclosing a fine list of subscribers, "Never since the organization of an institute in our county have we had one so largely attended by teachers and educational men as the one just held in Amboy. 160 teachers registered their names, all of whom were kindly provided for by the generous, wide-awake people of Amboy. Never in our county was an institute favored with such an array of talent. The names of Edwards, Metcalf, Sewall, and Standish, are sufficient evidence that it was a complete success. On Friday 88 entered the class for examination—21 for first grade and 67 for second grade. Let me exhort the teachers of Lee county to remember and put into practice the instructions received from the good and true men who favored them with instruction."

Another correspondent thus writes: "The success of this institute, in a measure, is due to the worthy and efficient Superintendent, Mr. J. H. Preston. Mr. Preston paid \$50 out of his own pocket to defray the expenses of this meeting. In a word, he is an *energetic* man, and is doing a good work for the schools of Lee county. In discussions and other exercises before the institute, where all performed their parts so well, it would seem almost *invidious* to particularize. But we feel that we shall not be justified without making worthy mention of such coworkers in the great field of education as Messrs. Smith, Wells, Burr, Supt. Kelly, of Whiteside county, Phinney, Thomas, Nettleton, and many others, whose names should be written here, if we could remember them. Success, then, to the teachers of Lee county. When they shall have *such another* good time, 'may we be there to see'."

CLINTON COUNTY.—A *Novelty*.—The teachers of Clinton county closed a week's session of their institute at Carlyle on Friday, April 5th. Although the roads were unusually muddy, the attendance was very creditable, some 40 teachers being present. The recitations were conducted by persons appointed by Mr. Nichols, County Superintendent, home talent being employed exclusively till the last day, when Mr. Alex. M. Gow, representing the school-furnishing house of G. & C. W. Sherwood, of Chicago, took charge of the exercises. In order to give additional interest to the proceedings and call out an increased number of teachers and citizens, some of the good people of Carlyle offered sums of money, in addition to a prize of \$20 offered by a gentleman of St. Louis, to the best pupils in reading, writing, and spelling. The first prize, of \$20, was offered for the competition of teachers in Reading. The competition was very spirited and added much to the value of the proceedings; and, although there was not entire unanimity in the awards of the committees, yet, on the whole, the contest and its competitors gave much satisfaction. How far such inducements may be made valuable in other counties, to stimulate teachers to attend and bring their pupils with them, we shall see: the experiment is worth a trial.

MACON COUNTY.—At the institute held in Decatur, April 4th, 5th and 6th, the attendance was quite small, but increased each day during the session. Many who could scarcely be persuaded to attend were among those desiring and assisting to bring about a permanent organization. The best methods of teaching the various branches taught in our public schools were brought out by drill exercises, followed by discussions on the same topics. Animated discussions arose on the great diversity of text-books and the best method of generalizing exercises in schools not graded. The institute and friends of education were favored each evening by entertaining and instructive lectures, from Gen. J. H. Moore, of Decatur, and Dr. Sewall, of the Normal University.

Resolutions were passed tendering the thanks of the Association to Gen. Moore and Dr. Sewall, and requesting the Board of Supervisors to make an appropriation toward defraying the necessary expense of teachers' institutes.

MONROE COUNTY.—The spring session of the institute of this county was held at Waterloo, on Friday and Saturday, the 5th and 6th of April. The afternoon of the first day was occupied by a recitation in Grammar, conducted by Miss Rogers, a discussion upon its relative importance and methods of teaching it. In the evening, essays were read upon the subjects of Penmanship, and How to Elevate the Profession, and an address was delivered by H. C. Talbott, Esq., interspersed by vocal music. The remarks of Mr. Talbott were upon the noble characters who have figured in the world's history as teachers, the qualities of mind which the true teacher should possess, and were practical and suggestive. The forenoon of Saturday was occupied, by the reading of essays, by lady teachers, upon School-Teaching and Moral Instruction, recitation in Arithmetic, and the discussion arising upon this branch of study. In the afternoon, the committee appointed reported in favor of the coëducation of the sexes, which report was accepted by the institute. The County Superintendent, Mr. Kennedy, then presented a report upon Teaching and Government, calling the attention of the teachers present to the more prominent details of school-room duty. Considering the small number of teachers present, and the unfavorable circumstances, a pleasant session was had.

POSTPONED.—The Teachers' Institute of Macoupin county, which was to have been held the first week of April, in Shipman, was postponed, on account of the almost impassable condition of the roads, to some future time, when it is to be hoped circumstances of weather and roads will be more favorable. Many meetings have been interfered with this spring from the same cause.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

THE NORMAL UNIVERSITY opened its Spring Term on Monday, April 8th. The numbers are rather in excess of the usual attendance. A new building has been erected in the vicinity of the University for the accommodation of the Grammar and Intermediate departments of the Model School. The High and Primary Schools remain in the Normal building, as heretofore. The different departments of the Model School continue under the same efficient heads as heretofore. Prof. Pillsbury, a gentleman of ripe scholarship, systematic methods, and unsleeping industry, is making the High School more and more efficient every year. He has occupied his present position for nearly four years. He has a valuable assistant in Mrs. M. D. L. Haynie, formerly of Mt. Vernon, Ill. Mr. John W. Cook, a graduate of the Normal, is imparting to the Grammar School a vigorous and wholesome life. His efficiency and the power he possesses over his pupils, are rarely equaled by so young a man. Miss Olive A. Rider is laboring very acceptably at the head of the Intermediate School. Mr. Cook and Miss Rider have been in their present places only during the current year. The Primary, under Miss Edith T. Johnson, has become well known as an admirably-conducted school. It is thoroughly imbued with a genial, earnest and

cheerful life, and it is difficult to see how it can be improved. Misses Rider and Johnson are both graduates of the Normal. By an appropriation from the legislature, the Board of Education, with the concurrence of the Directors of the Natural-History Society, has been able to procure the services of Professor J. W. Powell as Curator of the Museum of Natural History and Geology. He has already entered upon the discharge of his duties, and is organizing a scientific expedition to the base of the Rocky Mountains. The expedition is expected to result in extended and valuable additions to the specimens now in the museum. Prof. Powell is eminently the man for the position to which he has just been appointed. Appropriations have also been made for the improvement of the grounds and building. Of the members of the Normal Faculty it is not necessary to speak: their names are well known to the readers of the Teacher, with many of whom they have a pleasant personal acquaintance. Suffice it to say that they are laboring to the best of their ability to serve the cause of education in the State of Illinois.

CHICAGO.—*Board of Education.*—The Board have contracted for the erection of a building capable of accommodating 900 pupils, to be completed by the 31st of October next. At the last meeting, the resignations of Lizzie Goodwin, assistant in the Franklin School, Lucy C. Truesdale, assistant in the Kinzie School, and Helen D. Kendall, assistant in the Washington School, were received and accepted. The following appointments were made: Juliet Wicker, assistant in the Washington School; Charlotte P. Plumer, assistant in the Kinzie School; Sue L. Hillock, assistant in the Franklin School; and Sarah A. Mather, assistant in the Newberry School. The total enrollment for March was 18,494; average number belonging, 16,762; average daily attendance, 15,802; per cent. of attendance, 94.3. S. Johnston, Esq., was elected Clerk of the Board, at a salary of \$2,000. The following is the estimate of expenditures for the fiscal year commencing April 1, 1867: For salaries of teachers and Superintendent, \$282,000.00; janitors, supplies, and repairs, \$55,000.00; fuel, \$20,000.00; rent, and improvements not permanent, 20,000.00; office expenses, salaries, and incidentals, \$6,500.00; interest on bonds—on first issue of \$75,000, 5,687.50, on second issue of \$200,000, \$14,000.00—\$19,687.50; permanent improvements, steam apparatus, furniture, etc., \$40,000.00; total, \$443,187.50.....*City Institute.*—In the general session, essays were read by Miss Barnard, of the Dearborn School, on 'Morals and Manners', and by Miss Waterman, of the same school, on 'General Culture'. Resolutions of respect to the memory of Miss Jennie De C. Fletcher, deceased, recently a teacher in the Washington School, were presented by Mr. Cutter. A discussion upon 'Labor out of School' was participated in by the Superintendent and Messrs. Broomell, of the Haven, and Cutter, of the Washington. The Superintendent advised a general dismissal of school and school-subjects from conversation except in school-hours.

PEORIA.—The Dity Institute held its regular monthly meeting April 13th, in the High-School building. After the usual opening exercises, it being the first institute held for the Spring Term, a vote of thanks was tendered to Miss Fannie Grennell, for the able and efficient manner in which she had discharged the duties of Secretary during the past two terms, and a new Secretary was elected. During the time devoted to discussion of 'Difficulties incidental to the School-room', Mr. Snow introduced the subject of troubles arising from different editions of the various text-books used in our public schools. He thought a certain edition should be fixed upon by the Board of Education, and

not changed until some radical improvement had been made in the work. The expediency of introducing some other grammar than that now in use in the schools was discussed. No decision being made by the institute, the matter was referred to a committee of three (Messrs. Matthews, Phelps, and Snow) to report at the next meeting. Mr. Clark complained of difficulty in enforcing regular attendance; no knowing exactly how far the teachers' authority extends. The question arose Has a teacher the right to question the validity of an excuse when known to have been written by the parent? Superintendent decided that, as a general thing, the word of the parent was to be considered correct; but if the teacher could, or supposed he could, prove the excuse to contain false statements, the board would uphold him in carrying out such a course. After recess, the subject of the best methods of teaching Spelling was taken up, and partially discussed. Most of the grammar-department teachers expressed themselves. Superintendent called repeatedly for reports from primary and intermediate teachers; but an unwillingness to respond to the call being manifested, the subject was continued until the next meeting. After a short singing-exercise, conducted by Mr. Swentzell, the institute adjourned until Saturday May 11th.

BONNIE B. SNOW, Secretary.

GALESBURG.—The new school-building was opened for the reception of pupils the first of last January. The edifice is a noble structure, and is an *honor*, not only to our city, but to the state. It has been pronounced, by those *who are supposed to know*, not inferior to any other in Illinois. Parties from other places are constantly visiting it. The building is of brick, with a French roof, and cost a little less than \$60,000. Mr. Randall, of Chicago, was the architect. Our schools are in a prosperous condition, under the efficient management of the Principal and Superintendent, J. B. Roberts. We give the report for February and March, taken from the Free Press. "The following table exhibits the attendance of the Public Schools for the months of February and March:

Schools.	FEBRUARY				MARCH			
	Number enrolled.	Ar. No. belonging.	Ar. daily attendance.		Number enrolled.	Ar. No. belonging.	Ar. daily attendance.	
High School.....	751	.....	727	..... 674	.....	714	..... 689	..... 626
Baptist Church.....	171	.....	162	..... 153	.....	183	..... 173	..... 157
Various Branch Schools.....	321	.....	281	..... 260	.....	310	..... 296	..... 258
African	112	.....	88	..... 85	.....	128	..... 114	..... 90
Total	1355	.....	1258	..... 1172	.....	1335	..... 1272	..... 1131

February—Per cent. of attendance on average number belonging, 92½; number of tardinesses, 794. March—Per cent. of attendance on average number belonging, 90; number of tardinesses, 1003. The records are kept in the same manner as those in Chicago, Springfield, and other cities. The per cent. of attendance compares favorably with the attendance in the best schools of the state. In respect to punctuality, however, our schools exhibit a lamentable deficiency. Parents are often to blame for this. There is no doubt that if all parents realized the importance of absolute punctuality to the good order of the schools, as well as to the formation of right habits on the part of their children, the number of tardinesses in our schools would be reduced to a very small fraction of the number reported in the month of March. The Spring session commenced with an increased attendance." s.

PARIS.—We have received the reports of the various committees appointed to examine the schools of Paris, at the close of their winter terms, and are glad to see that so much is found to commend. The committees seem to have per-

formed their duties with care, as they have certainly given discriminating reports. Perhaps this is due to the fact that each committee was largely composed of ladies. The teachers are Mr. Edwards and Miss Logan of the Grammar department; Misses Staats and Lindsey of the Intermediate; and Misses L. Patterson and L. C. Summers of the Primary.

ROCKFORD.—In the Register we find the reports of the annual examinations of the East- and West-Rockford Public Schools, from which it appears that the schools are in a good state of efficiency, with which the citizens may well be gratified. From the report of Capt. Blodgett, Principal of the West School, we learn the total number in attendance during the term to be—boys 362, girls 322—total 684; the average attendance, 561, or 82 per cent.

KEWANEE.—Mr. S. M. Etter, Superintendent of the Kewanee Schools, thus writes: "Our schools are doing well. We have 18 teachers, and about 1100 scholars in attendance. Two new school-houses were built last year, large enough to accommodate 600 pupils."

ALEDO.—From the report of the Superintendent of Schools, J. S. McMillen, we take the following statistics: Total number of pupils enrolled, 251; number present at the close of term, 157, or about 37½ per cent. absent. In all the departments there were 764 cases of tardiness, amounting to 33½ school-days of 6 hours each. The total number of days' absence of all the pupils was 6,105, equal to 1,221 weeks' absence of 5 days each, or 30.5 school months, or over 3 years of ten months each. The Superintendent is justly severe on the pernicious habits of tardiness and absenteeism.

FROM ABROAD.

KANSAS.—The area of this state is 78,418 square miles, or ten times that of Massachusetts, one-sixth larger than Missouri, and one-third larger than England. The settled portions of the state, embraced within the organized counties, cover 25,000 square miles. Kansas contains one-seventh of all the coal-lands of the United States, embracing an area of 22,256 square miles.....*The University of Kansas*, located at Lawrence, has an attendance of 55 students. The University building is a substantial edifice, 50 feet square and three stories high.....*The Kansas State Teachers' Association* will hold its annual meeting at Topeka, commencing on Tuesday, July 2d.

MINNESOTA.—The legislature has appropriated \$150,000 to the State Normal Schools.

WISCONSIN.—Whole amount expended for support of schools in 1866 was \$1,075,572.95. The salaries paid to the Principals of the High Schools in some of the principal cities are as follows: Beloit, \$1,600; Madison, \$1,500; Milwaukee, \$1,200; Racine, \$1,800.

Wis. Teacher.

MICHIGAN.—The legislature of this state, at its last session, passed an act creating the office of County Superintendent, with a salary of not less than three nor more than five dollars per day, as the Board of Supervisors shall determine. The number of days actually employed shall not be less than the number of districts in the county, increased by the number of townships. Three grades of certificates were established.....*The Normal School* at Ypsilanti closed its winter term March 8th. The graduating class numbered 10 ladies and 7 gentlemen.....*State University*.—An annual tax of one-twentieth of a mill on a dollar was authorized by the legislature for the benefit of the University, on condition that a chair of Homœopathy be established in the Medical

Department.....*The Agricultural College* opened Feb. 27th, with 90 students. Over 200 applicants for admission were rejected for want of room.

INDIANA.—Fifty thousand dollars have been appropriated by the state for the completion of the State Normal-School building at Terre Haute. Terre Haute raises \$50,000 more for the same purpose.....An annual appropriation of \$8,000 was made for the support of the State University.

NEW HAMPSHIRE expended for schools last year \$304,168.29, and employed 539 male and 3,315 female teachers. Average monthly wages of the former were \$32.88, and of the latter \$17.62.

MASSACHUSETTS.—The Free Public Library of New Bedford contains about 20,000 volumes.....On the night of the 20th of March two school-houses in Brighton—one the High-School building—were burned by incendiaries. Loss, \$70,000.

RHODE ISLAND.—In Providence there are 51 schools, under the charge of 146 regular teachers, numbering 7,367 pupils. The High School has 8 teachers and 296 pupils. There are 6 grammar schools, with 6 principals and 39 assistants, and 2,142 scholars. The cost per scholar for instruction per annum is \$11.25.

NEW YORK.—There are 11,387 school-districts in the state, exclusive of those in the cities, and 11,547 school-houses, of which 181 are built of logs. In 1866, the expenditure for school-house sites, building, repairing, furnishing, etc., in the cities, was \$489,348.67; in the rural districts, \$480,875.92. School-house accommodations do not keep pace with the growth of population. Even in New York and Brooklyn the school-houses can not afford seats to all who apply for admission. The number of children between the ages of 5 and 21 is 1,346,459, of whom 919,309 attend the public schools, 61,754 private schools, 36,465 academies, and 1,541 colleges. Number of teachers employed is 5,062 male and 21,432 female, and the amount expended for their salaries is \$4,558,890.66. The total expense of maintaining the schools for the year ending Sept. 30, 1866, was \$6,632,935.94. There are 26 schools for Indians, with an aggregate of 1,042 pupils.

Condensed from N. Y. Teacher.

WEST VIRGINIA.—The first session of the State Normal School, located at Fairmont, will commence on the first Monday of May, and continue until the 4th day of October, with a vacation from the 28th of June to the 8th of July. The tuition is placed at \$20 per session. The provision made by the legislature for the establishment of other normal schools seems incumbered with difficulty.

MARYLAND.—From the first Annual Report of the Superintendent of Public Instruction we obtain the following statistics, for the year ending June 30th, 1866. In the state, aside from the City of Baltimore, there are of school age 95,000 whites, of which the total number enrolled was 36,831 boys and 27,962 girls,—total 64,793; average attendance, 24,839 boys and 18,911 girls, or total 43,750; per cent. of attendance, 67½; number of teachers employed,—men 926, women 607, total 1,533; school revenues for the year, \$514,154.94; expenses, \$477,425.63; number of school-districts, 1,400; school-houses, 1,219, of which there are 324 of logs; average length of schools, 9.1 months; average wages of teachers—including both sexes,—\$34.06.....*Baltimore* has 88 schools, with one high school for boys and two for girls. It employs 411 teachers, at an average salary (including high schools) of \$498.95. Whole number of pupils enrolled, 29,078; average number enrolled, 18,307; average attendance, 14,461; cost for ten months of each average pupil, \$16.11.....*The State Normal School* was opened the 15th of January, 1866, in a hired hall in Baltimore, with 11

students, all but one from the city. At the close of the session, on the 8th of June, 48 names were on the roll, one-third from out of the city. At this time 16 students graduated. The fall session commenced with 48 students, and closed with 71.....One item of statistics is given which is worthy of note: The total cost of all schools in the state for the year was \$674,525.49; the total cost for courts, alms-houses, paupers, and jails, for the same time, was \$1,044,487.54, or \$369,962.05 the most.....*Colored Schools*.—There are in the state 73 schools for colored people, of which 22 are in Baltimore. Number of pupils, 7,300; average attendance, 5,645; number of teachers, 78, at an average salary of \$364.46. The cost of each average pupil is \$9.31 for the 9 months' school. The total expense of the schools was \$52,515.14, of which amount \$15,701.55 was received from other states, and \$3,848.58 from England and Ireland.

CALIFORNIA.—Amount of school funds for yearly apportionment, \$269,113.86. Warrant to California Teacher, \$1,404.00. (Would that our state would thus put our journal into the hands of the very class who need it most, and who are least likely to subscribe for it.) Apportionment to each pupil between 5 and 15 years of age, \$3.20. Total amount of money expended for public schools since 1851, \$6,355,862.00. Average daily attendance in 1860, 14,754; 1861, 17,804; 1862, 19,262; 1863, 19,992; 1864, 24,794; 1865, 29,592; 1866, 33,989.

PEABODY FUND.—The Trustees of the Peabody Fund have held several meetings to fix upon the best plan of disbursing his magnificent educational gifts. Mr. Peabody met with them and heartily seconded their efforts. The plan adopted is to promote primary and common-school education, where it is possible, through existing agencies, and where it is not, through new ones; to create normal schools for the preparation of teachers; to endow scholarships in the existing academies and colleges in the South, so that their advantages may be increased and made available to a larger number of pupils; and to encourage the study of those sciences which have the most practical bearing upon life. Rev. Dr. Sears, of Brown University, was unanimously selected as the General Agent of the Trustees, to superintend the operation of the scheme.

EDUCATION IN THE SOUTH.—In 1860, while the North expended nearly \$6,000,000 in support of free schools, the rebel states expended only \$500,000. In North Carolina, out of 179,000 persons who will vote this year, 100,000 are unable to read and write.

UPPER CANADA.—The Journal of Education publishes two articles from the Toronto Globe, instituting a comparison between the progress and efficiency of the school-systems of Massachusetts and New York and Upper Canada, in which the advantage is claimed to be decidedly in favor of the latter; in other words, Upper Canada, according to the Globe, leads Massachusetts in school enterprise.

ITALY has 31 normal schools for males and 19 for females, with over 2,500 pupils, each of whom receives an annual 'pension' from the government of about \$50 in gold. In addition to these, there are 10 institutions for the training of masters, and 30 for the training of mistresses, in the Sardinian States, established previous to 1859, and still continued. Each normal school has three professors, with salaries respectively of 2,200, 1,800, and 1,500 francs. In 1864, the elementary schools contained 800,000 pupils, under 21,857 teachers. The law requires the communes to provide gratuitous instruction for both boys and girls, and when the commune is too poor, the government grants subsidiary assistance.

NOTES AND QUERIES.

DR. ARNOLD once lost all patience with a dull scholar, when the pupil looked up in his face and said, "Why do you speak angrily, sir? indeed, I am doing the best I can." Years after, the Doctor used to tell the story to his own children, and say, "I never felt so ashamed of myself in my life. That look and that speech I have never forgotten."

As a schoolmaster was employed, a time since, in Scotland, in his delightful task of teaching a chary urchin to cipher on the slate, the precocious pupil put the following tough question to his instructor: "Whaur did a' the figures gang till when they 're rubbit out?"

"THOMAS, my son," said a father to a lad, the other day, "won't you show the gentleman your composition?" "I do n't want to," said he. "*I wish* you would," responded the father. "I won't!" was the reply; "I 'll be goll blamed if I do!" A sickly, half-approving smile passed over the face of the indulgent father, as he said: "Tom do n't lack manners generally; but, the fact is, *he 's got such a cold, he 's almost a fool.*"

CURIOSITIES OF LITERATURE.—Miss B——, Please to excuse Berryman on the count of the pigs getting out, and could not help it. Please excuse Ellen for being tardy, it was her own fault. Please excuse Annie for being sick.

In this age of progression we are not surprised to find that even our pupils are discovering new places worthy of note. A teacher, on hearing a lesson in Geography, for about the twentieth time, asked the class the question "What is the Capital of New Hampshire?" feeling sure that each one *could answer properly*. One little hand was quickly raised, and one little fellow's face glowed with self-assurance, as he eagerly replied, "Corn-cobs on the Merri-mac."

PROMISING MATERIAL.—San Francisco has the best schools, the most public spirit, the finest climate, and the smartest boys, extant. Who but a San Francisco school-boy could have soberly read in his class the noted biblical passage on wine as it was actually read the other day in this city? The youth read manfully thus: "Wine is a smoker; strong drink is riling. Who hath bubblings? Who hath worms without cause? At last, it biteth like a servant, and stingeth like an adler." Cal. Teacher.

GREAT NATURAL CURIOSITY.—A California letter says, "Every body has heard of our great Yo-Semite Falls, 1,300 feet high. A still greater wonder has been discovered on the South Fork of the Tuolumne river, in the shape of falls 700 feet higher than the Yo-Semite,—presenting the magnificent panorama of a fall of a large volume of water a distance of 2,000 feet."

INFLUENCE OF A TEACHER'S EXAMPLE.—A gentleman remonstrated with a school-boy for smoking, but he made answer that some of the teachers smoked. He saw one of them go into a store and buy a cigar. The gentleman hoped he had been mistaken, but the lad replied, with a keen look, "Oh! no I was n't, for I stood and watched him and seed him come out with it lighted in his mouth. I think he seed me, too, for he turned his head another way and looked shyish."

PLEASURES OF A TEACHER'S LIFE IN THE SOUTH.—A school-teacher in Louisville, Ky., was assaulted lately and terribly beaten with brass knuckles by the brother of a boy who had been punished in the school of the former. Mr. Bristow, a teacher in St. John's Seminary, at Madison, Georgia, was shot by Frank Pope, one of his pupils, in a difficulty which they had in the school-room. Mr. Bristow died soon after from his wounds.

The centre of the United States is said to be one hundred miles west of Fort Riley, Kansas.

NOTICES OF BOOKS AND PERIODICALS.

(1) In these times of high prices, these well-known publishers have laid the admirers of Dickens—as who is not?—under many obligations, by the issue of his works in this very neat and compact form, and at so low a price as to put them within the reach of nearly all. We had almost despaired of seeing any edition of Dickens which would not offend the taste, and which would at the same time be within the reach of every one. When first we heard of the ‘Diamond Edition’, we confess to a fear that it would prove so crowded in appearance, and so obscure in print, as to be practically an injury rather than a benefit to readers. On the contrary, the print is remarkably clear and distinct, and the double-columned page presents no difficulty to the eye: indeed, it is much easier for that organ than many books of much larger type. To those familiar with the works issued by Ticknor & Fields nothing need be said of the style of workmanship and the neatness of appearance of the volume. The size is the one most convenient for the hand, and the binding is not of the flimsy style which, we are sorry to say, is so often found, and which provokes so many anathemas from the purchaser. The illustrations are really illustrations, and not mere caricatures. We do not think the artist has succeeded in every case in embodying the conception of Dickens; but this could not be expected. We know of no edition of these works that we can so well commend to all as this. We wish teachers, especially, would make themselves familiar with the works of the great novelist. After the nervous worry and exhaustion of the school-day, what better and more soothing ‘nervine’ can be found than a hearty laugh over the inimitable Sam? The publishers propose to issue the whole of Dickens’s works in 12 or 13 volumes, at the rate of about one a month. The price is \$1.25 a volume for the plain and \$1.50 for the illustrated edition.

(2) In all our better high schools and seminaries the critical reading of some English classic by the advanced class—such reading being more or less critical, according to the ability of the teacher and the pupils—has become an established part of the course of study, as it is also one of the most valuable portions of it. Shakespeare is, for many reasons, the author most desirable for this purpose; and yet, for a really critical reading of any one of his plays there have been few helps accessible to either teacher or pupil. Mr. Rolfe, who is one of our first teachers, having used, with great advantage, with a class in his own school Craik’s English of Shakespeare, has here introduced it to American students, with such emendations and additions as his experience and his research as a scholar have suggested. The play selected by Mr. Craik is Julius Cæsar. This he has given in the most authentic text, and the commentary upon it is chiefly philological, making it of great value for the purpose intended. In the prolegomena are given Shakespeare’s personal history—alas, that we know so little of it! the enumeration of his works; some account of the sources for the text, as well as of his various editors and commentators; with a valuable discussion upon the mechanism of English verse and the prosody of the plays of Shakespeare. The philological notes are very full and complete, as the well-known reputation of the lamented author would lead us to anticipate. No class can be carried through this play in the manner indicated in this book without very great advantage, and knowledge of the well of English undefiled. Such study of an English classic involves many, if not all, of the advantages claimed for the study of Latin and Greek, and forms an admirable supplement to such study. We cordially commend the book for this purpose. The publishers have issued it in very neat and attractive style.

(3) THERE is no more valuable part of the study of English Grammar than the correction of false syntax. Errors in grammatical construction are very common in the current literature of the day, and especially so in the conversation of nearly all. Carelessness in the use of language begets habits which grasp us with iron hands. All who have ever tried to correct such habits, either in themselves or others, know that it needs something more than once learning a rule, or giving it to a pupil, to effect a change. English Grammar is defined by many of our grammarians as the art of speaking and writing the

(1) THE PICKWICK PAPERS, with illustrations by S. Etynge, Jr. Diamond Edition. 464 pp. Ticknor & Fields, Boston.

(2) CRAIK’S ENGLISH OF SHAKESPEARE. Edited by W. J. Rolfe, Master of the High School, Cambridge, Mass. Boston: Crosby & Ainsworth. New York: Oliver S. Felt.

(3) PINNEO’S EXERCISES IN FALSE SYNTAX. pp. 104. Sargent, Wilson & Hinkle, Cincinnati.

English language *correctly*. If so, how few grammarians are there in our schools, either as teachers or pupils! Does this not show a serious defect in our methods of pursuing the study? With so much time and labor expended upon it, we surely ought to expect better results. According to the above definition, many a teacher, who prides himself upon his ability to 'analyze and parse' the most knotty sentences, who can, at the blackboard, add link to link, until, in 'linked sweetness long drawn out', the original sentence vanishes, and something the author never thought of takes its place, must be confessed to be but a very poor grammarian; while youth with no study of the grammar-book, but with ear cultured by association with those of correct habits of speech, may be excellent ones, for they can *speck* and *write* the language *correctly*. We are far from depreciating 'analysis and parsing'; but we do say that the way to get the 'habit of correct use' of our mother speech is, not through these, but through constant practice and constant watchfulness; and in no other way can this be so well done in school as by the thorough and critical study and correction of many examples of false syntax. Our recent grammars seem to us defective upon this point. This book supplies a large number of examples, with the rules of which they are violations. It can be used with any grammar, though prepared as a supplement to the author's other grammatical works. We should be glad to see it, or some equivalent, used in all schools.

(4) The object of this work is stated by its author to be "To make students acquainted with the principles upon which our language is formed, to render them ready in the use of words, to make them familiar with their full signification and grammatical classification, to aid them in becoming accurate in spelling." From a somewhat careful examination of the work, we are of the opinion that, if the author's plan is faithfully carried out by both teacher and pupil, the object had in view will be accomplished better than by any other text-book upon the subject which we have examined. At the same time, it is no mere pastime, no mere routine that can be followed without study, but solid hard work will be needed. The book is not, as might be inferred from its title, what is generally understood by a grammar: it is rather an analysis of the *words* of the language than of its sentences. Suffixes and prefixes are discussed, and their powers and uses: rules governing their use are given, and the changes of meaning, and of grammatical use resulting from their employment. These are applied (1) where the root is a verb; (2) a noun; (3) adjective; (4) where it has no synonym. There is no doubt that a thorough drill in this method of study would tend to a mastery of language such as is not often obtained by the ordinary modes.

(5) To the devotees of any study, whether it be the languages—ancient or modern,—the natural sciences—in their various departments,—or mathematics,—all else is prone to become dwarfed in comparison, and the object of immediate pursuit to be considered that upon which every thing else depends, and of which all besides is a mere appendage. The author of this work is no exception to this rule. In his preface he claims that "The educator regards Mathematical Science as the great means of accomplishing his work," that "Mathematical Science must become the great basis of education"; and his enthusiasm over it is really refreshing. It takes an enthusiast, however, to write a good book; and this is one which may be beneficial to many. It is an abridgment of the author's well-known larger work entitled the 'Logic and Utility of Mathematics', and is not so much a mathematical work as an analysis of the best methods of mathematical instruction, and of the science of teaching mathematics. It deals (1) with the Logic of Mathematics; (2) with Outlines of Mathematical Science; (3) with the Science of Numbers; (4) with the Metric System, with Fractional Units, Ratio and Proportion, Geometry, Analysis, and Algebra.

(6) We have just received the volume of proceedings of these three bodies, for the year 1866. It forms a pamphlet of 155 pages, containing the Secretary's journal of proceedings of each body, and the addresses delivered, and papers read before them. First among these is the inaugural address of the President,

(4) A GRAMMATICAL ANALYZER; OR, *The Derivation and Definition of Words, with their Grammatical Classification*. By W. J. Tenney. pp. 207. \$1.50. D. Appleton & Co., N. Y.

(5) OUTLINES OF MATHEMATICAL SCIENCE. By Charles Davies, LL.D. A. S. Barnes & Co., New York.

(6) NATIONAL TEACHERS' ASSOCIATION; NATIONAL SUPERINTENDENTS' ASSOCIATION; AMERICAN NORMAL-SCHOOL ASSOCIATION.

Hon. J. P. Wickersham, on the subject 'An American Education for the American People'. Next follow in order a paper on 'The Educational Needs of the Border States', by Hon. W. R. White, State Superintendent of West Virginia; 'The Relations of the National Government to Education', by Hon. O. Horsford, State Superintendent of Michigan; 'The place of Classical Studies in an American System of Education', by Prof. W. P. Atkinson, Editor of Massachusetts Teacher; 'Education in the Argentine Republic', by Señor D. J. Sarmiento, Minister Plenipotentiary from that country to the U. S.; 'The Duties of an American State in respect to Higher Education', by Prof. W. F. Phelps, of Minnesota; 'Oral Instruction—its Philosophy and Methods', by Mrs. Mary Howe Smith, of Oswego, N. Y.; 'Oral Teaching', by Prof. E. C. Hewett, Normal, Ill.; 'Normal Education in Kansas', by Prof. L. B. Kellogg, of the Normal School in that state; 'Normal Schools—their Organization and Course of Study', by Prof. W. F. Phelps, of Minnesota. Appended to these is the speech of Hon. James A. Garfield, of Ohio, before the House of Representatives, on the bill establishing the National Bureau of Education. In the importance of the subjects discussed, as well as the ability with which they are treated, we hesitate not to say that no volume has issued from the press during the past year which surpasses this one. It should be carefully read by every teacher. Copies can be obtained by sending fifty cents and six cents for postage to James Cruikshank, L.L.D., Brooklyn, N. Y. Volumes of proceedings for former years can also be obtained for 50 cents each; set of seven, \$2.50. w.

(7) THE study of History, as commonly pursued in our schools, even those of higher pretensions, is of very little real profit to the student. In stead of being interested in the study, he is repelled by it, so that it may some times be said to be a positive injury, as the person who has studied thus acquires a positive distaste for ever reading history. Now this must be the result of wrong methods. History in itself is very fascinating to the youthful mind; but it can not be made an attractive study without suitable text-books, and teachers who are themselves familiar with general history and enthusiastic in teaching it. At our State Teachers' Association we first saw Dr. Gregory's Historical Chart, and were much struck with its plan. It seemed to us then, on a cursory examination,—and farther knowledge confirms the view,—to be admirably adapted to class-teaching, and a long step in the right direction. This Hand-Book—of 175 pages—is intended to be used in connection with the chart, being, as it were, explanatory of the methods of its use. The Chart and Hand-Book embrace only the modern period, from the 16th century on. Dr. Gregory, in stead of writing a compend of History—a la Dryasdust,—has adopted the plan of giving a very concise account of each prominent occurrence or person, and of referring for fuller accounts to the pages of books which either are or ought to be within the reach of all students of such a thing as history. These are also found upon the Chart, and their chronology is seen at a glance and thus fixed in the mind. In the hands of an ingenious and enthusiastic teacher (and no other ought ever to teach the study), we are confident this book and chart will achieve great results. We earnestly commend it to the careful notice of teachers.

(8) INNUMERABLE are the books upon elocution, each with its excellences; but alas! in this, as in all else, it remains true that there is no royal road. Hard, persevering labor is the sine qua non of excellence in this, as in every other pursuit. Prof. Frobisher seems aware of this, and therefore makes no splendid promises of improvement. In plain and simple language, he gives rules for the culture of the voice, and many directions of great value. We handed the book to a clerical friend, who returned it with the remark that it was very good: he must get one. The author has been a devoted student of Rush, and an ardent admirer, and has woven in very much of his principles. To a person who has the perseverance to enable him to go through all the practice here laid down, and the ability to comprehend and apply rules, the book will prove of great value. We wish all our teachers would make themselves familiar with some good work on Vocal Culture: we should see great improvement in our reading. We think the selections for practice might with propriety be left off, thus making a cheaper book, and a better *hand-book*.

(7) **HAND-BOOK OF HISTORY AND CHRONOLOGY.** By Rev. John M. Gregory, D.D., Regent of Illinois Industrial University. \$1.25. Chart, \$8.75. Chicago: Adams, Blackmer, & Lyon.

(8) **VOICE AND ACTION.** By Prof. J. E. Frobisher. 262 pp. Chicago: S. C. Griggs & Co. New York: Ivison, Phinney, Blakeman & Co.

(9) THIS book contains thirteen dialogues, prepared especially to meet the demand for new pieces for the stage. Some of these have already appeared in the *Educational Monthly*, while the rest are new. Many of them will prove of value to those who wish such exercises in their schools, while some are not to our taste. But many a man can write a book who can not write a sprightly dialogue.

(10) WE have received the March and April numbers of the *Maine Normal*, and are glad to see that our old native state is determined not to be left behind in the educational race. Under the able editorship of Geo. M. Gage, Principal of the State Normal School, she now has an educational journal worthy of the support of her teachers, and one we trust they will not let die, nor languish on a scanty support. Let every teacher in Maine subscribe for and read the *Normal*, and the result will be seen in better teachers and better schools. We should like to receive the missing numbers.

(11) D. APPLETON & Co. are conferring a public benefit by publishing a series of historical novels translated from the German of Mühlbach, of which this is one. Several of the series have received the highest encomiums of the press, and are doubtless worthy of them. The scene of the present work is laid in Berlin, during the Seven-years War. Its principal character is a wealthy banker, who, after befriending many and saving his city, at last loses his fortune, and then meets with nothing but ingratitude. The other characters are his daughter and adopted son. The daughter is loved by various officers of both the Russian and Prussian armies, Jews, etc. While having a foundation of historical fact, and being very readable, this novel lacks the genius by which Scott vivified his creations, and some times becomes, by its fullness of detail—must we say it?—a little wearisome. The characters are not wrought out with distinctness so that we can say of each “this is he and none other.” Of them all, Bertram, the adopted son—the long-suffering and finally-rewarded lover,—is perhaps the best. The translator has succeeded well, though not perfectly, in the very difficult task of idiomatic translation. But, notwithstanding all as said above, the book is very interesting and readable.

(12) THIS year has been prolific in magazines for the young. Whether they will all survive may perhaps be doubted, and yet they are evidence of a want in our periodical literature. The three here noticed are different in their aims, and are for different ages. The ‘Nursery’ is intended for the youngest readers. The stories are in simple language, and the illustrations are such as suit little ones. It is well printed, and, we should suppose, will be found very ‘taking’ with the little folks for whom it is intended. *Oliver Optic’s Magazine* is for ‘Boys and Girls’—if we have any now-a-days. It is published every week, thereby avoiding the dreadful trial to patience that children have respecting the serial stories in monthlies. The well-known popularity of the editor as a writer for children is a guaranty that the magazine will be suited to their capacities; and will interest them. It is eagerly welcomed by our own children. The ‘*Riverside Magazine*’ is of higher pretensions. It is published by the well-known firm of Hurd & Houghton, which is of itself assurance that the paper, print and illustrations will be unexceptionable. It is designed for those who, not having yet attained the ‘dignity’ of the *Atlantic* and *Harper*, are yet ‘too big for children’s stories’. The number before us is filled with matter interesting not alone to the young, for whom it was especially intended, but also for the older members of the family-circle. It is very attractive in general appearance, and its publishers seem determined to spare no effort to make it one of the first of its class.

BOOKS RECEIVED.—D. Appleton & Co.: Quackenbos’s *History of the United States*; Quackenbos’s *Primary History of the U. S.*; Youmans’s *New Chemistry*; Whiton’s *First Lessons in Greek*. Geo. & C. W. Sherwood: *Analytical 1st, 2d, 3d and 5th Readers*, by R. Edwards. Harpers, by J. H. Rolfe: *Willson’s Series*. The above will receive notice as soon as possible.

(9) AMERICAN SCHOOL DIALOGUE-BOOK, No. 1. Paper, 50 cents. Sent by mail on receipt of price. J. W. Schermerhorn & Co., 330 Broome street, N. Y.

(10) MAINE NORMAL. J. Weston, Swift & Co., Farmington.

(11) THE MERCHANT OF BERLIN: A Historical Novel. By L. Mühlbach. 394 pp. \$2.00. D. Appleton & Co., N. Y.

(12) (1) THE NURSERY. A monthly magazine for youngest readers. No. 4, vol. 1. By Fanny P. Seaverns. \$1.50 a year. Boston: John L. Shorey, 13 Washington St. (2) OUR BOYS AND GIRLS. By Oliver Optic. Vol. 1, No. 14. 12 pp: 8vo. \$2.00 a year. Boston: Lee & Shepard. (3) THE RIVERSIDE MAGAZINE FOR YOUNG PEOPLE. \$2.50 a year. New York: Hurd & Houghton.

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THE PROPER PLACE OF COLLEGES IN A SYSTEM OF EDUCATION.

No well-informed man can be well satisfied with the position occupied by our colleges in the system of education of this state. Several of them were among the earliest, if not absolutely the earliest, schools founded in the state. In that early day they could not be confined to those branches of education to which the colleges of the old states are exclusively devoted; since there were no schools to prepare pupils for entering on those higher departments of learning. They were obliged to receive pupils at any stage of advancement in which they might offer themselves. Hence they were not, and could not be, colleges in the strict and proper meaning of that word, but were obliged to embrace in their course of instruction almost every branch of learning, from the first rudiments up to the highest attainments which are usually made in American colleges. This was in the beginning a matter of necessity; and the faculties of our colleges were not to be blamed for the existence of this anomalous state of things, but deserved the highest commendation for the zeal and efficiency with which they did their work, under so many discouragements and difficulties.

But the matter of regret is that what was begun in necessity is, it seems to us, continued long after the necessity has ceased to exist. With a population of two and a half millions, and great accumulations of wealth, and a great multiplication of our colleges, they are still universities in a sense in which the term University ought never to be used,—universities not in the sense that they offer facilities for the acquisition of all knowledge, but in the sense that they unite in themselves all the departments of instruction embraced in our system of education except the very first rudiments. They comprehend not only their own proper course of instruction, but that of the high school, the female seminary, and largely that of the common school. They are universities in the sense of doing not only their own work,

but the work of the various grades of schools below them. And as things are with us at present, it would be better if they embraced in their courses of instruction those first rudiments which they omit. For the fact that a boy is a member of college affords no evidence that he can read intelligently, or spell correctly, or write a legible hand, or compose a grammatical sentence, or that he knows any thing at all of geography. We have not even an assurance that he will not graduate in deplorable ignorance of some one or all these first and most essential rudiments of knowledge. We are not exaggerating, but stating things just as they really are.

These evils are great, and they are the inevitable result of the fact that our colleges are entirely out of their proper relation to our system of education. The true and only proper idea of a college is that of an institution furnishing ample means of instruction in those higher departments of learning which require a greater accumulation of talent and capital and libraries and instruments than can be afforded by the common school or by the high school. This is their only proper sphere; and it is a sphere of great dignity, and of great importance to every community that would be highly civilized and cultivated. But our colleges should be rigidly confined to it. It is their function, not to give that instruction which is well provided for by the common schools and the high schools, but to receive only such as have well completed the studies pursued in those schools of more rudimentary grade, and are prepared to enter with credit and advantage on those higher walks of learning to which the college is properly devoted.

The evils which result from our colleges' failing to confine themselves to this their proper sphere are great and obvious.

(1.) The colleges are brought into unnatural and very injurious rivalry with the other parts of our system of education. We have had of late not rare exhibitions of this rivalry, under very painful aspects. The teachers of the common schools often seem to regard the colleges with jealousy, and the teachers of colleges make public and pitiful complaints that the common schools are hostile to them. This is a strange state of things, and reminds one of the old fable of the quarrel between the body and the members. The explanation of it is easy and obvious. The colleges are out of their place, and doing work which belongs exclusively to schools of another grade. Thus every common school in the state is a rival of the colleges, and the colleges are rivals of the other schools. Out of such a state of things nothing but mutual jealousies and unnatural and very injurious rivalries can grow. Let the colleges take their own proper place and confine themselves to it, and the difficulty will at once disappear.

(2.) The colleges can not do their own proper work well, and therefore can not command the respect and honor which naturally belong to them, while they persist in doing the work which is appropriate to

schools of another grade. No where is the principle of division of labor more valuable or indispensable than in education. And if our colleges will not accept and apply it, they will surely fail. In stead of doing their own work thoroughly and well, and winning for themselves honor and renown, they will teach a multitude of things superficially and imperfectly, and be regarded with little respect. The more cultivated and aspiring of our youth will pass by them, and complete their education in the colleges of other states which really are colleges, and not a promiscuous mingling-together of all branches of education. No intelligent teacher has failed to notice that this is what is taking place among us almost daily. We are not sure that there are not, at the present time, more college students, properly so called, from Illinois in the colleges of other states than in all the colleges of our own state. And it may safely be predicted that this will continue to be the case till our own colleges lay aside their promiscuous and heterogeneous character, and do their own proper work.

It may be objected that the change which we propose is impracticable. We can not think so. It is no longer true that we have not schools in which all those branches which are preparatory to entering college are thoroughly and well taught. Such schools not only exist in Chicago and St. Louis, but in many of the larger towns of this state. Instruction has been given in all the branches preparatory to college in one of the public schools of Jacksonville for many years, and that school has been open to all applicants from without the school-district, at very moderate rates of tuition. Schools affording similar advantages form a part of the school-systems of Springfield, Griggsville, Pittsfield, and doubtless of many other places, and the number of schools affording such facilities is increasing very rapidly, and would increase much more rapidly if the colleges would withdraw from this field.

It may be suggested that the difficulty does not lie in the want of preparatory schools, but in the impossibility of the colleges' finding a respectable number of students in those higher departments which are their proper sphere. To us this suggestion seems to point at the real difficulty in the case. But this is a difficulty which the colleges themselves must find the means of overcoming, or utterly fail of performing their proper function. If they continue to help out the meagre numbers on their catalogues by encroaching upon the province of the high school, the female seminary, the commercial college, and the common school, they will only make upon the public mind the impression of weakness and inefficiency, and cause themselves to be regarded as a supernumerary and useless part of our educational machinery. They can not fail in this way to lose public confidence and respect. They can only vindicate to themselves the place and the renown which belongs to them in American history by being content

with such numbers as they can attract to those higher walks of learning which belong to them, and by finding the means of providing themselves with those enlarged and liberal facilities of instruction which will enable them successfully to compete with the colleges of the other states.

If we have more colleges than can be thus endowed and provided, then such of them as can not come up to this standard must accept of such a position in our system of education as they can fill, and not aspire to one which they can not. Undoubtedly the people of this state have more college enterprises on their hands than can be sustained. This has long been apparent to thoughtful men well informed on the subject, and is becoming more and more apparent with every year of our history. And it is to be hoped the time is not distant when in this state the word College will be restored to its proper meaning, and when no institution can be recognized as deserving of the name which does not confine itself to its own proper function. When that day comes, the common schools will no longer be jealous of the colleges, and colleges will no longer complain of the hostility of the common schools.

J. M. STURTEVANT.

REPORT ON THE STUDY OF LANGUAGES.

[Copied from the Boston Advertiser.]

At a meeting of the Association of New-England Colleges held in Providence, R. I., October, 1865, the Presidents of Yale College and of Brown and Harvard Universities were requested to prepare a brief statement of the views which, from the discussions of that meeting and the meeting held in 1864, it was evident that the majority of the association held concerning the ordinary mode of teaching both ancient and modern languages.

The modes of teaching should undoubtedly vary, to some extent, with the age of the pupil, with the nearness of the relationship between the language taught and the pupil's vernacular, and with the object in view in learning.

The objects in view may be classified under two heads: the uses to be made of the knowledge when acquired, and the usefulness of the process of acquisition.

Again, the uses of the knowledge may be classified under three heads, arising first from the ability to read the language, and interpret the thoughts of those who use it; secondly, from the ability to speak and write the language, and express our thoughts to those who understand it; thirdly, from the light which the grammar and vocabulary

of the language may throw upon our vernacular, or upon some other tongue which we may be studying, or upon the history of the nation using it. It is evident that for the second use a much greater familiarity with the tongue is required than for the first or third.

Still further, the uses of the process of acquisition may be classified under various heads, in the cultivation of memory, of the ear, of judgment and reasoning power,—and if the writings studied be classical, in the cultivation of taste and imagination, and in increased power to use our own language with elegance and force.

The processes of acquisition involve seven different kinds of labor, and each of these seven kinds is divisible into two degrees of nicety,—the one for those who would simply learn to read, the other for those who would learn to speak the language. For the ordinary purposes of liberal education, the first degree is sufficient. These seven kinds are as follows:

First, Orthoëpy; in which the degrees are the correct, and the elegant, pronunciation of the vowels and consonants in combination. For example, a sufficient reading-knowledge of German may be obtained without the ability to give the softened vowels in an elegant and easy manner,—but not without knowing their approximate value.

Secondly, Prosody, and the laws of accent: first as they affect the pronunciation of prose, afterward as they affect the melody of verse. For examples of the first degree compare the English words *holy* and *wholly*, *boot* and *foot*, *stone* as pronounced in New England and as pronounced in New York.

Thirdly, The inflections of declinable words: first of the regular, and the frequently-recurring irregular words, afterward of the rarer anomalies.

Fourthly, The vocabulary: first of the current words, afterward of those more rarely met with.

Fifthly, The derivation of words, and the laws of etymologic changes: first in the most general and extensive laws, afterward in the more anomalous cases.

Sixthly, The syntax in its ordinary laws and usages, afterward in the rarer idioms.

Seventhly, The genius of the tongue and the spirit of its literature.

The tools or instruments used in learning a language are usually a manual of grammar, a book of exercises in reading and writing, a dictionary, and a work written in the tongue. These works are put into the learner's hands in the order in which they are here named; but this is almost a complete inversion of the true order of study. Grammar is an analysis of the usages of a language, and can not be profitably and intelligently studied without some previous familiarity with those usages. Reading ought, therefore, to precede the study of grammar, and the study of grammar be entered upon gradually, only

as fast as the needs of the reading require it. The boy fitting for college should learn only so much of the grammar as may be required to enable him to construe intelligently the books on which he is to be examined; and this can be comprised in a very few pages of paradigms and rules. It would be hard to overstate the mischief wrought by forcing children to commit to memory several hundred pages of Greek and Latin grammar before they can read the simplest books written in those tongues. A thorough analysis of the syntactical arrangement and etymological forms of words actually found in reading is of vastly more intellectual value to the beginner than the committing of rules to memory can be; and of more permanent value, as the grammatical principles developed in studying a passage in which the pupil is interested are fastened in his memory by a natural mnemonic aid.

In regard to a dictionary, there is an apparent saving of time in using a brief vocabulary prepared for the special book which the student is reading; but the apparent gain will be a loss if the meanings given to each word are not full and various, and arrayed in the natural order of their development.

The learner should be taught to free himself as much as possible from dependence on the lexicon. Reading by its aid is like swimming with bladders, or like reading with an interlinear translation. The meaning found in a dictionary slips from your memory to-morrow, but the meaning discovered by a patient consideration of the context is never forgotten. The more remote the tongue which we are studying is from our vernacular, the more we must depend upon our lexicon. But let a student master Latin, and know one Teutonic tongue, and he can learn any language of western or central Europe almost without dictionary or grammar. Thus German, English, Danish, Swedish, Italian, French and Spanish people can learn each others' languages from classic writers almost without the aid of grammarians or lexicographers, by simply reading incessantly and attentively standard works in the tongue which they wish to learn.

Of course, this habit of reading does not absolutely dispense with the need of referring occasionally to a lexicon, nor with the need of studying text-books on grammar; but it prepares the pupil for such a study, renders it easy, and can alone render it profitable.

One very marked advantage in larger reading and less extensive grammatical drill at the beginning of the course is that of making the pupil most familiar with what is of most frequent occurrence, and thus giving due perspective to the facts and principles of the language,—a perspective which can not be correctly given by the artificial mode of using two sizes of type in the grammar. We say less *extensive* drill,—but in *intensity* of drill on the constantly-recurring forms and idioms met with in reading there should be no abatement; the ordinary paradigms should be made as familiar as the alphabet. .

Another very marked error in the modern mode of teaching both modern and ancient languages lies in assigning too much time and too early a time to the writing of exercises. The absurdity of writing sentences in a tongue before attaining a familiarity, by reading or hearing native authors, with its usages and idioms is curiously illustrated in a recent serious attempt to give the Portuguese in Brazil 'a new guide to English': the English having been written by Portuguese, and being much less intelligible to an Englishman than Portuguese itself. Writing exercises in a tongue should be postponed until the student is familiar with the style of several native authors, has learned something of the grammar, and has committed to memory many passages in both poetry and prose. No preparation for writing Latin and Greek can be so good as the reading of Cicero and Xenophon; and this is true not only with reference to the study of the classic authors, but it holds also of a more temporary preparation. That is to say, if a student is compelled to write an exercise and has a reasonable time allowed in which to write it, he will find it to his advantage to spend the first half of that time in the rapid cursory reading of a classic author in the language, writing upon some similar topic.

These views are not new: they have been frequently urged by the best writers upon education. "The only way", says Professor Conant, "to impress upon the mind of a pupil the genius of a foreign tongue is to impress upon it the phraseology of native speakers and writers. The habit of conception in conformity with the models thus furnished will follow of itself. The practice of expressing English conceptions in the words of a foreign language, for the purpose of learning it, is not only useless, but positively injurious." Yet this positively injurious method has been of late years made a prominent feature in the teaching both of ancient and modern tongues, to the great detriment of English and American learning.

The natural mode of learning a new language by a direct attack upon the works of native authors, committing poems and finer passages of prose to memory, and endeavoring, by incessant comparisons with the context, to elucidate the meaning without the aid of the lexicon, not only gives the pupil the ability to read the new tongue in much less time than the grammar and exercise-book manner, but it furnishes a vastly better gymnastic for the mind, stimulates the pupil to more original thought, and gives him greater confidence and freedom.

We trust that a reaction has already begun, and that we may soon see the day return when classic writers of Latin, Greek, German and French literature will occupy more of the pupil's time, while studying those languages, than he shall give to English or American writers on grammar; all the processes of learning will then be easier, and all the uses of the knowledge more speedily obtained. THOMAS HILL.

The subscribers, members of the committee, finding President Hill's paper to be full of useful and timely suggestions, recommend its publication.

THEODORE D. WOOLSEY.
B. SEARS.

TEACHERS' INSTITUTES.

AN institute is one of the best criterions of a system of public schools, and the interest there manifested and the work performed are also excellent tests of a teacher; for those possessing real merit in the class-room are generally qualified to instruct their fellow teachers, and ready to do so on all proper occasions. A teachers' meeting, conducted as it should be, is admitted by every one to be productive of desirable results, not easily obtained in any other manner; but when perverted and mismanaged, becomes an intolerable bore, and a wicked waste of time valued especially as a release from the wearing toil of the school-room and legitimately devoted to recreation or self-improvement.

For one purpose in particular the institute is indispensable, affording, as it does, the means of uniting the entire strength of the corps of teachers, and using this power, which is not inconsiderable, for the advancement and elevation of the profession. The Latin proverb, *Firmam consensus facit*—Union gives strength, needs neither argument nor illustration, and is in every respect as applicable here as elsewhere. Experience has clearly proved that by such combinations some of the evils incident to the teacher's work may be removed; and as we sorely need all the power we can get, one or two suggestions as to the best means of securing such an advantage will probably be acceptable.

One of the chief requisites in obtaining a profitable institute is a programme carefully prepared by a discreet, well-qualified committee, and presented to those who are to take part in the exercises early enough to afford ample time for thorough preparation. This is the first step in the work; and if this be neglected, something inferior, if not an absolute failure, is sure to follow. The local needs of the schools should be presented first of all, and the remedies discussed. These matters can not fail to be interesting and profitable, as enough can always be found in the best system calling for criticism and reform. There is no danger of this part of the field being exhausted, as it is coëxtensive with the realms of error and ignorance. While educated minds are vigorously engaged, we may confidently expect better methods, as it is the fiat of Deity in the intellectual as well as the moral world that 'he who seeks shall find', and therefore many plans now in use will hereafter be superseded. But much that is old will never be discarded, and not a few theories yet to be introduced will descend to merited oblivion, because found false and impracticable. Here, then, are topics to be found easily by those who think and investigate with a view to improvement.

Something outside of merely professional work should be inserted in the exercises, tending to promote general intellectual culture.

Wherever this has been done, teachers—especially those of a better class—show their appreciation of this part of the programme, by coming well prepared, and exhibiting an enthusiastic interest. In the hands of those who are earnest and really desirous of succeeding, aided, as they may be, by our various educational papers, the task of bringing before an educational meeting an interesting and instructive programme is not so arduous as some imagine.

After a programme has been prepared, it is then the duty of those who appear before the institute to occupy the time as profitably as possible. Thorough preparation and real devotion to the duties of the hour should be manifested by all who are called upon to participate in the exercises. The person who is so devoid of all true pride and manhood as to slight his subject by an indifferent, careless and hasty performance, lowers himself incalculably by so doing. Habits of procrastination and neglect of duty are apt to be displayed here, and the transgressor immediately meets his deserts; as the failure is open, and no apology or explanation can be given to exculpate the offender, and, by the unanimous consent of his fellows, he who probably claimed a high place is degraded for ever in their estimation.

The chairman is another important part of the administration. This officer and the committee on programme have to bear the entire responsibility in every case where the meeting does not prove a success, provided there is a sufficient attendance. The efforts of the committee may be rendered quite abortive by incompetence on the part of the presiding officer. Unless he is attentive to his business, matters of great importance will be frequently omitted, the time being absurdly spent in worthless extempore discussions.

Aid from abroad should be secured when needed—and such aid is needed in every county in the state where there is not a good institute in successful operation. A law giving a certain amount of pecuniary assistance wherever the required number of teachers would attend would be of great advantage. Such an enactment has been already sought, we believe, more than once, but has hitherto failed to command the attention of the legislature. At present it is necessary to apply to the board of supervisors. To show the utter lameness of this method of raising the necessary appropriations, it is sufficient to say that where the need is the greatest the board of supervisors is the most unenlightened.

This brings us finally to the question of attendance; and we would characterize the legislation that fails to secure the presence of every teacher of the state at an institute, at least once a month, as inefficient. First-class teachers always attend; but the majority of our teachers are not of the first grade, for if they were, there would be less need of such appliances as the one at present under discussion. We would suggest,—since the county superintendency has been placed on a

proper basis, a salary being now given sufficient to secure some attention to the duties of the office,—that suitable places be selected for holding institutes, and every available means used to secure the attendance of all the teachers of the county. A roll should be kept, and no teacher should receive a certificate of the first grade who does not possess a fair record. In the best schools of our country attendance at educational meetings is required; and if teachers in a city like Chicago must attend or forfeit their wages, we can not see why they are to be excused in any locality. Furthermore, we would promptly revoke a first-grade certificate if its holder refused to attend: a second-grade certificate is all such a person can claim rightfully. The law of the state gives the county superintendent the power to revoke certificates for 'just cause', and without doubt a refusal to perform a plain and most important duty is a 'just cause' for the action here recommended. The doctrine of coercion is sound and good in its place, and that it has a place has been fully demonstrated in the history of our country. When properly exercised, it is a popular doctrine, as it should be, since government is one of God's ordinances. Further legislation will be needed to reach those teachers who are contented with a second-grade certificate, and a forfeiture of a certain amount of their wages would doubtless induce persons of this class to take a more lively interest in educational matters.

We submit the ideas here presented to the intelligent consideration of our fellow teachers, hoping to see another step taken in advance, sincerely believing that there is not only need of improvement, but that if the proper course is pursued our hopes will be realized.

RUTLAND.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

PROF. STANDISH: The ordinary arithmetics strike me as needing a *radical* revision. Do they not contain much matter entirely useless in practical life?

I would like, also, to see the High-School Arithmetic discussed in this department of the Teacher. Would not the time wasted in puzzling over these monster Arithmetics be better employed in the study of Algebra, Geometry, and Natural Science?

RUTLAND.

In answering the questions proposed by 'Rutland', we would say that educators, scholars, and men of business, do not agree with reference to what *is* practical. Nature has furnished no invariable standard.

In education, what one regards as practical another may consider entirely valueless. A teacher may think some department of science, or the ancient or modern languages, not only beneficial, but practical; while, on the other hand, the conceitedness of an ignorant father or mother may demolish these air-castles, and bring the idle dreamer down to the sober realities of life again. What have these subtle philosophies of the schools to do in procuring the necessary means of living? How does thorough scholarship give wealth and position? Is it not too frequently the case that the man of wisdom is without honor or preferment in this world, and his seed is compelled to beg for bread?

In many minds, then, that is practical, and *that only*, which gives us our meat, drink, and raiment. We once knew a man who contended not only schools were not practical, but that there was nothing practical in knowing *how to read*. The man was totally ignorant of letters; and yet he had managed to acquire a fair amount of property. He boasted that he had succeeded well enough in the world, and that if any one had common sense, he would be successful without a knowledge of books.

“Where ignorance is bliss, 't is folly to be wise.”

What, then, *is* practical? By what criterion are we to judge? That must be regarded as practical which develops man into the stature of the most perfect manhood. God has given us existence for a purpose. We are here to cultivate these powers of body and of mind; to bring symmetry out of the unsymmetrical. If a boy is improved more by digging up Greek and Latin roots than in any other way, then he should be put to the study of Greek and Latin. If the Higher Mathematics will give more discipline, then he should pursue the mathematical course.

Another thought in this connection is worthy of attention. Teachers should not be confined to the text-book. There are many things, important to be known, that are not found in books. How many instructors of youth have no stock of general ideas! Their thoughts are bound in with the leaves of some favorite text-book,—some Arithmetic, or Grammar. They should study to know something of the laws of the mind, in order that they may give right instruction. Constitutions differ. Temperaments differ. What is necessary for one may be injurious to another.

But, after all, there *is* a practical education. There is a *curriculum* which serves not only to develop our latent faculties, but which may be applied in practical life. What would be thought of a physician, if, in order to perfect himself in the science of medicine, he should study the butcher's trade! How absurd for the lawyer, the farmer, or the mechanic, to make the necessary preparation for their respective professions by studying some branch foreign to them! It is just as

absurd to spend the years of childhood in chasing the phantoms of theory, to the neglect of a sound, practical education.

'Rutland' asks the question, whether Algebra, Geometry, and Natural Science, can take the place of our 'monster Arithmetics'. Arithmetic, great and small, in our opinion, is poorly taught. It is mechanical and bookish. It is so abstract as to be of but little practical value. If we should retain in our Arithmetics only the rules that are made use of in after life, there would not be much of Arithmetic left. Reduction, Alligation, Square Root, Cube Root, Arithmetical Progression, Geometrical Progression, etc., etc., could not be regarded as *practical*. Even Interest might be ruled out, since business men prefer a book, costing \$2 or \$3, where the interest is already computed, to the slow process of a recent computation.

We are aware that much can be said upon the subject suggested by 'Rutland'. We hope to hear from him again.

PROBLEMS AND SOLUTIONS.

PROBLEM 14. Nine men can do a piece of work in $8\frac{1}{2}$ days: how many days may 3 remain away, and yet finish the work in the same time by bringing 5 more with them? G. C.

15. If 20 oxen will consume in 3 weeks the grass on $3\frac{3}{4}$ acres of land and what grows during that time, and 24 oxen consume in like manner 6 acres in 7 weeks, how long will 13 acres support 45 oxen, the grass growing uniformly? H. E. H.

16. If an auger-hole 12 inches in diameter be made through the centre of a sphere whose diameter is 20 inches, how many cubic inches of the sphere will be consumed? ARTEMAS MARTIN.

[This is purely an arithmetical problem, and involves principles that every teacher should understand.—ED.]

17. Find x and y from the equations $x^3+y^3=1944$, $(x^2-xy+y^2)(x^2+xy+y^2)=27216$. ARTEMAS MARTIN.

18. Given, $\frac{(x+y)+1'(x^2+y^2)}{(x+y)-1'(x^2-y^2)} = \frac{9(x+y)}{8y}$, $(x^2+y)^2 + (x-y)^2 = 2x(x^2+y) + 506$. To be solved by Quadratics. O. S. W.

19. The *best written* explanation of the following problem in Subtraction is asked for: From 30021 subtract 17216. Teachers are requested to send solutions early.

SOLUTION 10. Reducing the first member of the given equation by dividing the terms of the fraction by $\sqrt{\frac{1}{x}, \frac{1}{x+3}} = \frac{1}{10}$; clearing of fractions and transposing, $x^2+3x=10$. $\therefore x=2$ or -5 . O. S. W.

13. These equations may be written $(x^2+x)(y^2+y)=72\dots[1]$; $(y^2+y)(z^2+z)=120\dots[2]$; $(x^2+x)(z^2+z)=240\dots[3]$. Taking the continued product of Equations [1], [2] and [3], $(x^2+x)^2(y^2+y)^2(z^2+z)^2=72\cdot 120\cdot 240$. By evolution, $(x^2+x)(y^2+y)(z^2+z)=1440\dots[4]$. Dividing Eq.[4]

by Eq. [2], $x^2+x=12$; $\therefore x=3$ or -4 . Dividing Eq. [4] by Eq. [3], $y^2+y=6$; $\therefore y=2$ or -3 . Dividing Eq. [4] by Eq. [1], $z^2+z=20$; $\therefore z=4$ or -5 .
O. S. W.

Problems I, in the January, and 5, in the February number of the Teacher, should have been credited to Artemas Martin.

P. E. McDonnell again sends solutions of Problems 1 and 2. The first is correct; the second, we think, is erroneous. Mr. McD. misapprehends the language of the problem. Will he look at it with more care?

CORRESPONDENCE AND REPLIES.

PROF. STANDISH: Will you please to tell us in the Teacher the distinction between a problem and an example in Arithmetic? Is there any such distinction in the following: (1) $7+4+6-3\times 10=140$. (2) A farmer purchased 7 sheep of A, 4 of B, and 6 of C: 1 of each lot proving unsound, he paid for the remainder only, and at \$10 per head. Required, the cost of the sheep.

A satisfactory answer may prove useful to teachers of both Practical and Intellectual Arithmetic.
H.

Answer.—A Problem is a question requiring solution. Thus, to bisect a given line is a problem. An Example is a question given to illustrate some principle or rule already demonstrated. Problem, therefore, is more general than Example. The former is given to *develop* principle; the latter, to *illustrate* it. Hence, the questions in our arithmetics, which require solution, are *examples*. When we were a boy and went to school, example, problem, and every thing of the kind, went under the general name of *sum*; as Shakspeare says

“—— hounds, and greyhounds, mongrels, spaniels, curs,
Shoughs, water-rugs, and demi-wolves, are cleped
All by the name of dogs.”

We hope that H. will not put his light under a bushel. The pages of the Teacher are open to him.

PROF. STANDISH: In the article in the January number of the Teacher upon the question ‘Does the Mississippi run up hill?’ occur the following statements: “If we assert that water runs down hill *only* when it obeys the law of gravity, then the ‘Father of Waters’ certainly runs up hill; for it is a demonstrated truth that the waters of the Mississippi are urged on in their course by the centrifugal motion of the Earth, and *by that alone*.” Again, centrifugal force “hurries the Mississippi along its channel to mingle its waters with the Atlantic currents.”

The principle of these statements is that the motion of the Mississippi is due *exclusively* to centrifugal force. Upon this point I would propose the following queries: (1) Is not the motion of rivers produced by the same force that causes the descent of any body down an inclined plane? Is this force gravity, or centrifugal force? And does it depend upon whether the plane descends to the north or to the south which is the moving force? (2) If we were to estimate the velocity of the Mississippi upon the supposition of its descending a uniformly-inclined plane, would it be right to use the space a body falls through under the influence of gravity in one second as the measure of force? (3) Is it philosophically correct to say that the waters of the equatorial regions are sustained by *direct action of centrifugal force* at a greater distance from the centre of the Earth than the waters of the temperate and polar latitudes?

QUAESITOR.

[Correspondents of this department will please to send the Editor their *full* address.]

DEFINITIONS OF SIGNS.

Is it important to have *perfect* definitions? Is it necessary to define a straight line, a square, or a trapezoid, *perfectly*? If so, then it is equally important to define the signs used in Arithmetic and Algebra. Of all the writers on the sub-

ject of Mathematics, whom we have consulted, none, save one, have even attempted to define these signs; and yet, it is probable that every teacher in the state requires his pupils to do what the authors have failed to do. In view of these things, we submit the following, inviting just and faithful criticism.

The Sign of Addition is two equal lines, one horizontal and the other perpendicular, mutually bisecting each other.

The Sign of Subtraction is a horizontal line.

The Sign of Multiplication is two equal and equally-inclined lines, bisecting each other at right angles.

The Sign of Division is a horizontal line midway between two dots, one above and the other below the centre.

The Sign of Equality is two equal horizontal lines, one directly above the other.

It is not desirable to have one set of definitions for children and another set for older persons. The terms used in the definitions given above can be comprehended, without the least difficulty, by the smallest pupil in Arithmetic.

We submit, also, definitions from two of our correspondents. Those of Mr. McDonnell seem too cumbersome. A definition is one thing; how it shall be used, quite another. In *explanation*, not in *definition*, we some times add that the *size* of these signs is to be determined by the work: if the figures are large, the sign should be made to correspond. This, however, is no part of the definition.

The Sign of Addition is two equal lines, one perpendicular, the other horizontal, crossing each other in the centre.

The Sign of Subtraction is a short horizontal line between two quantities.

The Sign of Multiplication is two equal lines, half way between perpendicular and horizontal, crossing each other in the centre.

The Sign of Division is a short horizontal line, with two dots, one above, the other below its centre.

The Sign of Equality is two equal horizontal lines, parallel to each other.

T. H. HASELTINE.

The Sign of Subtraction is a horizontal line, about as long as the figures used in connection with it are in length, and ought to be placed one-third its length above the base line.

The Sign of Multiplication is two equal lines, each at an angle of 45° with the base line, mutually bisecting each other.

The Sign of Division is a horizontal line, about as long as the figures used in connection with it are in length, and ought to be placed one-third its length above the base line, with two dots, one above and the other below it,—the one above in place of the dividend, the other in place of the divisor.

The Sign of Equality is two equal, horizontal, parallel lines, about as long as the figures used in connection with them are in length; the lower line ought to be placed one-fourth its length above the base line, the upper one-fourth above the lower.

P. E. McDONNELL.

QUERIES AND ANSWERS.

QUERY 14. What causes the sap of the sugar-maple to stop flowing as soon as we have warm nights? In other words, what have pleasant days and frosty nights to do with the flowing of the sap?

E. A. G.

15. What is the best mode of finding all the prime numbers in a given series; in other words, of rejecting all the composite numbers? [Answer next month.]

ANSWER 7. Poles.(?) [Not correct.—Ed.]

8. January 29, 11 o'clock P.M.

9. Yes; at the Polar Circles: when the former occurs at one, the latter occurs at the other circle.

G. C.

[NOTES.—Our old friend S. A. Briggs, Esq., Cashier of the Fourth National Bank, of Chicago, has not entirely forgotten his first love. He will be heard from next month.

We acknowledge the receipt of articles for this department from Prof. Hewett, of Normal, and others. Our thanks shall be given for continued favors.]

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, *Springfield, Ill., June, 1867.* }

SEPARATE SCHEDULES MUST BE PAID.

WHEN the law in relation to the transfer of scholars from one district to another (Section 35) is complied with, the district in which the school is taught has a good and valid claim against the other district for the amount certified in the separate schedule to be due. The claim is not impaired by the failure of the other district to comply with the six-months rule of the law, thereby forfeiting its claim to the public fund, but remains good until paid, precisely as any other schedule; and the amount due must, if necessary, be raised by a special district tax.

ACTION SECURED BY FRAUD MAY BE RESCINDED AT A SPECIAL MEETING.

District boundaries can be changed at stated meetings only. (Section 33.) But if such change is made in compliance with what seems to be an honest petition of the inhabitants of the territory concerned, and it subsequently appears that said petition was fraudulently gotten up, with the motive and design to deceive, and that the signatures to it were obtained by false representations, and that the action so procured is violative of the rights of individuals and detrimental to the educational interests of the township, the trustees may rescind such action at a special meeting called for the purpose. So, also, when the metes and bounds of a new district are, by inadvertence or otherwise, erroneously given, the error may be corrected at a special meeting, without a violation of the intent and meaning of the act in relation to changing the boundaries of districts. It is a maxim of law that for every evil there must be a remedy.

ALIENATION OF DISTRICT TAXES.

Every school-district is entitled to the whole amount of special taxes levied therein for school purposes. The provisions of the statute (Sections 45 and 46) are very clear upon this subject, and the remedy in case of default is plainly pointed out. If any portion of such taxes is allowed, intentionally or otherwise, to go into the county treasury in the form of 'back taxes', or in any other manner, it may be recovered at the suit of the township treasurer, as provided in the 46th section of the act; and when so recovered shall be placed to the credit of the proper districts, as required by law.

DISTRIBUTION OF TOWNSHIP FUNDS TO SCHOOL-DISTRICTS CREATED BY SPECIAL ACTS.

When a school-district is created by an act of the legislature, and the principal of the township school-fund is not divided, the claim of the inhabitants embraced in the limits of the district so created to a just share of the interest of the township funds is not impaired. And since the school authorities of such districts are not required to make return to the trustees of the schedules required by general law, the data upon which apportionment is made by the trustees must be obtained in some other way. In such cases, therefore, the board of education, or other authorities created by the special act, will make returns, duly certified, to the trustees of the township or townships out of which the special district is created of the number of persons under twenty-one years of age in such district, and also of *abstracts* of the attendance in the schools of said district, as shown by the registers of the teachers. The returns will furnish the respective boards of township trustees with the means of making an apportionment to said special district upon the basis required by the thirty-fourth section of the general law.

SCHOOLS TAUGHT BY TEACHERS HAVING NO CERTIFICATES.

As elsewhere stated, all funds collected from taxes levied by school directors must be held subject to and paid out upon the orders of the directors of the district. But the orders on such tax funds must be for the payment of debts legally contracted, and no others. Hence, a board of directors can not use any portion of such special district taxes to pay a teacher who taught without having the necessary certificate of qualifications.

Directors are empowered to levy taxes for the sole purpose of supporting, or extending the terms of, such schools, and such only, as the law contemplates. But the law does not contemplate, or in any manner recognize, schools taught by teachers who have no certificates; and no public or special tax funds can, therefore, be used to pay any of the expenses of schools so taught. Any other interpretation of the statute would be absurd; because, if the directors may ignore the provision in respect to certificates, they may ignore every other provision of the act, and levy taxes to pay the teachers of writing-schools, or singing-schools, or any other description of schools, however unlike they may be to the public schools provided for in the statute.

ASSIGNMENT OF SCHEDULES.

It is held that teachers' schedules, as such, are not negotiable or assignable. If a teacher desires to give a creditor the benefit of what is due on his schedule, he should obtain from the directors an order on the township treasurer for the amount due, and assign said order.

The schedule itself should in all cases be filed with the township treasurer, by the directors, as required by law.

ONE ORDER SUFFICIENT.

When a schedule has been examined and approved by a board of directors, and an order drawn by them on the township treasurer in favor of the teacher for the amount certified in the schedule to be due, said order is sufficient until the whole amount thereof is paid. If there is not money enough in the hands of the treasurer to pay the order in full when presented, the balance must be paid, on the same order, whenever funds are received applicable to the purpose: no additional order of the directors is necessary.

TOWNSHIP TREASURERS AND ROAD LABOR.

The question as to whether township treasurers are exempt from road labor or not depends upon their being 'school officers', within the meaning of the statute. The Supreme Court, in the case of *Holbrook v. Township Trustees* (22 Ill., 539), recognizes township treasurers as 'officers'; and if they are officers, they can be none other than *school* officers, and as such they would seem to be fairly entitled to the immunities granted by the seventy-second section of the school law, among which is the exemption from road labor.

NEWTON BATEMAN, Supt. of Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

SCHOOL-HOUSES.—The articles of Y. S. D. in the Teacher, upon this subject, have, we hope, attracted the attention they deserve. The undeniable tendency is now toward architectural extravagance in school-houses. Each city, or village, must *beat* some other city or village; and thus debts are incurred, and the schools seriously crippled for years, by the pinching in teachers' salaries, in libraries, in apparatus, necessary to pay for the outside show. We are no enemies to architecture. On the contrary, we are in favor of conforming in every instance to the rules of true architecture,—though not of architectural show, unless there is money to spare for such purposes. We Americans are a singular people, in our passion for brick and mortar, in this early period of national life. A distinguished German professor has lately commented upon our tendency, in our colleges and schools, to absorb our means in building, and

then suffer the schools to languish for lack of means to pay teachers, and to provide the other essentials for a successful school. For it must be remembered that a costly school-edifice does not make a good school, and indeed that it goes but very little way in that direction.

Libraries are of more value than Mansard roofs, apparatus than towers, and cabinets of natural history than cut-stone cornices. All these are well, if the others can be had with them and the people not feel straitened at the expense. What we need in school architecture is that it be plain, simple, of exquisite proportions, and that the interior be specially planned for the convenience of teachers and pupils, regardless of other considerations. We know of a school-building recently erected at a cost to the city of some \$70,000 to \$75,000. What is the result? After the first glow of pride has passed, there is constant grumbling at the expense of the schools. No appropriations can be had for the library, apparatus, or natural history, and they ca'n't afford to pay high salaries to teachers. A plain building, costing \$40,000, might have been built, actually better fitted for schools; and supposing the other \$35,000 had been funded, and the interest annually expended in purchasing books for a free public-school library, for apparatus, etc., for improving the grounds, for prizes, if deemed best: who can not see that the schools would have been much better off, and their power in the community greater? There are many such houses being erected over this state.

Architects are not wholly to blame, nor are teachers; though neither class is wholly guiltless. It is a public job, and every body wishes to get his hand into the public pocket; and thus the cost is increased.

We ask building committees, when advised by architects to put on a Mansard in stead of a plain roof, to consider whether they can do that and these others also; whether cut stone will not cut down the working appropriations for the school; and whether towers will not tower above their means. If not, if they can pay their teachers living salaries, supply a first-class library free for pupils and parents, procure apparatus and maps and cabinets sufficient for the successful teaching of the various branches, and also indulge their taste in architectural display, by all means let us have both, but never the latter at the expense of the former.

PRONUNCIATION.—We give place to a reply by Prof. Hewett to some remarks in the last number of the Teacher upon the pronunciation of 'Illinois'. We gladly welcome friend Hewett to our pages once more, and none the less if he controverts any statements of ourselves or of correspondents. But we must disagree with him in his conclusions. The statement is too broad that the "general tendency of our language is toward Anglicizing foreign words which have been transferred to it." That there is such a tendency with certain classes of words may perhaps be admitted; but with proper names the tendency is precisely the other way. We always *endeavor* to give the native pronunciation, though often we do not succeed. The names of Goethe, Agassiz, and Guyot, are examples. A person would lose all pretensions to scholarship who should Anglicize such words. We presume Prof. Hewett with his classes in geography does not Anglicize all words, but rather gives Rio Janeiro, Buenos Ayres, and such, the pronunciation of the Spanish.

It may be granted that we do not succeed in giving the native sounds, but we try to do so at least. The word depot, cited, is a case in point. We can very well remember the ridicule that was called forth by the new word when first

introduced — will you pass me the tea-po? will you get the coffee-po? etc. But the word stood, nevertheless, with an approximate French pronunciation; and the tendency of the language is to let it stand. And any person who should now say depot — sounding the *t* — would be considered an affected purist. The language is stronger than we. Webster saw a few points in which he thought he could improve it, and he tried to do so; but the native speech was stronger than Webster, and, one by one, his innovations are disappearing.

Now the pronunciation Illinois' is the general one — no one disputes that. It is no slight thing to disturb the general pronunciation of a people. It seems to us that this pronunciation is a pleasanter one than with the *s* sibilant. The fault with the English now is that it hisses too much. To the foreigner it seems made up of sibilants. We think the tendency is to avoid their use at the end of words. If we must follow the 'general tendency', as claimed by Prof. Hewett, we think it would rather lead us to the soft or *z* sound. We say boyz, not boyce — sibilant.

But further, we fail to see the *general* tendency to this pronunciation. Perhaps it is because of our carelessness; but we have never noticed it except with those teachers who have attended the Normal. We did not suppose, when the little article referred to was penned, that this pronunciation was deliberate, and with malice prepense, but rather that, in the effort for accuracy of pronunciation, it was slightly overdone. We know that such an institution as the Normal, with its great number of students, has much power in this direction; but we think it is following a false analogy; and if it succeeds, it will be not a gain, but a loss, to the mellifluous sound of the name of the Prairie State. When we name the inhabitants of our state, it is better to say 'Illinoisians' than 'Illinois-z-ans'; but we never say Illinois-s-ans — with *s* sibilant.

STATE CERTIFICATES.—The first examination for these certificates under the new regulations was held at Mattoon, Coles county, on Friday and Saturday, April 19th and 20th. The examination was an eminently satisfactory one, and the Superintendent holds himself in readiness to have another whenever the requisite number of teachers shall request such an examination. Let it be remembered — for Mr. Bateman is the last person to speak of any such thing, but we affirm what we do know,—that, the legislature having made no appropriation for the expenses of these examinations, except the price of a certificate (\$5.00), every one yet held has been an actual expense to Mr. Bateman personally, for which he gets no other reward than the consciousness of having done his duty. Any one can see that who will calculate the expenses of the examiners and the other items. Let teachers not grumble, then, at the rule requiring at least ten to signify their intention of competing. We append the report of the committee, by which it will be seen that seven applicants passed the ordeal. We welcome them to the ranks of the Teachers' Profession.

Rock Island, April 22d, 1867.

HON. NEWTON BATEMAN, Supt. of Public Instruction.

Sir: The committee appointed by you to hold an examination at Mattoon, Coles Co., on Friday and Saturday, the 19th and 20th inst., for the purpose of granting State Diplomas, would respectfully report as follows:

Besides the branches required by the School Law of the State, the examination embraced Algebra, Geometry, Physiology, Botany, Chemistry, Zoology, and Theory and Practice of Teaching. The following persons: Susan W. Cleaves, Annabella C. Young, Noah P. Gates, Jephthah Hobbs, Henry A. Neal, T. H. Smith, and Addison Vanansdol, having presented the required certificates of good moral character and of success in teaching, and having passed a satisfactory examination upon the branches above mentioned, the Board of Examiners recommend that they be granted State Diplomas.

(Signed)

JAMES H. BLODGETT, }
JAMES M. GOW, } Board of Examiners.

POSITION IN WRITING.—Theoretically, position is considered of the first importance; practically, it is generally made of secondary moment, if not entirely ignored. This result arises not so much from a failure to appreciate its value as from ill success in attempts to secure it. Teachers try faithfully and persistently to have their pupils sit properly and give the right position to the hand and pen, but the shoulders will droop, the fingers will become cramped, and the pen will turn on one side, in spite of them. With a view to aid the teacher, the following suggestions are offered. They will, if followed, produce tolerably satisfactory results.

Make position a subject of marking in the class-book just as much as penmanship. The pupil should sit with shoulders level, arm resting on the muscle near the elbow, wrist and hand not touching the desk, the hand held so that the pupil can easily see all the large knuckle-joints, the third and fourth fingers lightly resting and *sliding* upon the paper, and the pen pointing in a line directly over the shoulder. When the exercise commences, let the class be instructed upon these points. Then let them understand that as often as they are out of position in any respect they will be apprised of it, and a note made of the fact. Every mark made by the teacher should deduct a certain amount from the record of the exercise made in the class-book. Mention of a fault made to one pupil will remind the rest of the class of the same fault, and there will be a universal attempt to avoid it. There are some errors, as resting the wrist upon the desk, rolling the hand upon its side, and lowering or raising one shoulder more than the other, that will tax the patience of both teacher and pupil; but they can be overcome. Some times it will be well to make two separate marks, one upon position, and the other upon the writing.

For a time the good appearance of the page will suffer from this method, but the advantage of erect posture and a natural and free movement will far more than counterbalance any temporary deterioration. W.

SOUTHERN ILLINOIS.—We learn from the State Superintendent, who has recently made an extensive tour in the southern part of the state, that the public schools in that region are generally in a very hopeful and prosperous condition, and rapidly advancing in all the elements of efficiency and success. The schools, teachers and people of the City of Sparta are spoken of in terms of especial commendation. With a new school-house, which is much needed, and which it is believed will soon be built, the common schools of Sparta will be an honor to the state. Much of the interest in educational matters, now so general in Randolph county, is attributed, correctly no doubt, to the devotion and energy of the County Superintendent of Schools, Mr. John A. Malone, who is the right man in the right place, honored and respected by all. The northern part of the state must look to its laurels. The State Superintendent found nothing 'Egyptian' in the counties visited, except the marvelous fertility and fruitfulness of the soil, and the beauty of the country. We find in the Sparta Representative the following notice of the Superintendent's lecture, which we take the liberty of copying:

Hon. Newton Bateman delivered one of his peculiarly forcible and eloquent lectures in the U. P. Church on Thursday evening, to a large and intelligent audience; and every one we have heard speak of the lecture has spoken of it in the highest terms. As for ourselves, we were delighted beyond measure. The subject was an old one, and, as we had thought, threadbare—a theme that had been treated of by every body who had ever undertaken to handle a pen; but it was handled in a novel manner, and the audience seemed to forget that they had ever heard any thing before on education, and so listened with ears wide open to catch every good thing as it fell. No man has done more for the success of the common-school system in this state than has Mr. Bateman, and we hope he may long live to fill the position he now holds. Wherever he goes, our benison be upon him: success to the earnest worker: prosperity attend the faithful servant of the people.

HON. JOHN M. GREGORY.—We copy from the May number of the Michigan Teacher the following tribute to the Hon. John M. Gregory, recently elected Regent of the State Industrial University. We gladly welcome Mr. Gregory to our midst, and can assure him that here he will find appreciative collaborators and zealous workers in the educational field. We consider the University remarkably fortunate in having secured the services of such a man, and trust that his efforts may be successful in building up in our state an educational institution which may serve as his monument to future generations. His must be the shaping hand, and we hope that, overcoming every discouragement, he may see the University taking form according to his plans and wishes.

It is with no ordinary feelings of regret that we record the fact that our state is soon to lose her greatest educator—John M. Gregory. He has been so long and so successfully identified with the educational interests of Michigan that his loss seems to imperil the prosperity of our whole system of education. A ripe scholar, a successful teacher, an accomplished educator, a true man, he has wrought more real good to the state than any other of its citizens. As State Superintendent he was truly a teacher of teachers. Whoever came under his influence felt a nobler enthusiasm, a more earnest conviction of the inherent dignity of his office. More than all other men combined has he disseminated among the people rational ideas of the nature, means and end of education. By means of his School Reports, which are models to be imitated but not excelled, as well as by means of his addresses at institutes and on other occasions, he has diffused throughout our state, among teachers and parents, those doctrines which will yield richer fruits with each succeeding year. No man among us half so well understood the inestimable power of a principle. A noticeable fact in all his teachings is the entire absence of the empirical spirit. All his discussions were based upon some central truth which is to be developed and applied to educational processes. Hence there was always a freshness and a vitality in his lectures which interested and inspired his hearers.

Mr. Gregory has accepted the election of Regent of the Illinois Industrial College, and will soon leave our state for his new home. This institution is planned upon even a grander scale than that of our University. Its present endowment is more than \$300,000; and to Mr. Gregory is intrusted the task of determining not only its general features, but each particular of its organization. There is probably no man in our whole country whose habits of mind give him such a peculiar fitness for this great enterprise. He has executive talent of the highest order, under the direction of a philosophic insight into the broad principles which underlie such a vast scheme of education.

From the known character and abilities of Mr. Gregory, it is easy to predict for this great enterprise a brilliant success; and while we can not but deeply regret the departure of such a man from our state, we congratulate him upon the eminent position to which he has been called, and the people of Illinois upon their good fortune in securing the services of so accomplished an educator, and so true a man.

ACKNOWLEDGMENTS.—Our friend J. P. Slade thus writes. If all would thus *practice*, as well as preach, upon the necessity of supporting the Teacher, our subscription-list might easily be doubled: "Since our meeting at Jacksonville, at which time I gave you the names of seven subscribers, I have, by *practicing* what I then *preached*, more than doubled the list, and I have done so, too, with very little effort."

Mr. J. H. Preston, County Superintendent of Lee, also sends a list of about 26 subscribers. Who will surpass them?

[That injustice may not be done to others by the above well-merited notices, the publisher of the Teacher would add a few words. Of the County Superintendents in Illinois, Messrs. Durham (of Boone county), Leal (Champaign), Russell (Clay), Blake (Coles), Eberhart (Cook), Carter (Dewitt), Richmond (Du Page), Robinson (Hamilton), Batchelder (Hancock), Pepoon (Jo Daviess), Boyce (Lake), Preston (Lee), Scott (Massac), Branch (McDonough), Kingman (McHenry), Atwater (Mercer), Wells (Ogle), Worthington (Peoria), Malone (Randolph), Hall (Stark), Hatfield (Tazewell), Havens (Will), and Andrew (Winnebago), deserve special mention for their efforts in behalf of the Teacher. Mr. Hall has sent us the largest number of subscribers—about 50. Taking into account the size of his county (only eight congressional townships), he is much in advance of any of the others. Next come Messrs. Batchelder, Wells, and Preston, each of whom has sent between 30 and 40 names. Aside from County Superintendents, Dr. James Matteson, of DeKalb Centre, has sent us the largest list.]

We are indebted to the press of our state for many notices of our journal,

and especially for the general insertion—in whole or in part—of Mr. Bate-man's circular. Feeling the vital necessity of such a journal to the further-ance of the cause of education, we are gratified at the many tokens we receive that our labors are appreciated.

ARTICLES IN THIS NUMBER.—We would call attention to the article upon the Relation of Colleges to Common Schools. President Sturtevant's conclusions seem to us eminently just and wise. The true college is needed—as nearly all educators admit—to supplement the work of the common school, and give a higher and better culture than can there be attained to those who have the will and the ability to attain it. Distant be the time when the iconoclasts shall succeed in their efforts, and shall destroy the interest of the people in these institutions, and their influence over the people themselves.

We also call attention to the article on Institutes. The suggestions, coming from an experienced teacher, are of especial value. There is need of a thorough discussion of Institutes—their management, value, and methods by which they may be improved,—and we invite teachers and superintendents to offer their views through our pages.

THE NEWSPAPERS AND EDUCATION.—In the Aledo Record we notice a valuable lecture on Elements of Success in School, which was delivered before the Mercer County Teachers' Association by S. M. Dickey. We perceive by our ex-changes all over the state that the newspapers are awaking to the greatness and importance of the work of education, and are opening their columns to communications upon the subject,—some of them even devoting a column specially to education. Such addresses as this of Mr. Dickey will do great good—thus brought before the people.

S. B. ATWATER, Superintendent of Schools for Mercer county, is doing a good work in the way of securing competent teachers for the schools under his supervision. A rigid and just examination is weeding out incompetent in-structors.

S.

ERRATUM.—By a freak of the types, the line which should have been at the top of page 178 in our May number was placed at the foot of the same page. A few other errors, of minor importance, escaped notice till too late for cor-rection.

PUBLISHER.

EDITORIAL CORRESPONDENCE.

TEACHERS' INSTITUTES.—It is suggested that a State Teachers' Institute be held by the Faculty of the Normal School during the summer vacation, and a cor-dial response comes from the Faculty to do as they have already done in one vacation. The test to be applied by Pres. Edwards will of course determine exactly what can be done, as by receiving letters from those who wish to be there he can determine whether such a class can be organized. Now, while urging all who can to join in such a movement, it is plain that all that can be done at the Normal University must leave enough for local effort. Even should one thousand teachers attend such a session at the University, more than six-teen thousand others are employed in the public schools who would not be

there. The counties adjacent to the University would naturally be largely represented, but in counties more remote the traveling expenses would be a serious consideration. We have a multitude of teachers who can scarce pay current expenses out of their wages, who ought to be reached by institute labor, and who can not be reached except by local effort, even though themselves longing for means of improvement.

With an average of over 150 teachers in every county of the state, there is material enough in most single counties, and especially in the union of two or three conveniently located, to sustain a two- or four- or six-weeks normal school. There are in most of the counties young persons not yet teachers, but hoping to be, who would gladly avail themselves of such opportunity to prepare for the work.

The chief difficulty will be to secure suitable persons to conduct the work. This would be a very serious matter were there to be a general movement at once of this sort; but the Supt. of Public Instruction, President of Normal University, or Editor of Teacher, can probably name all that will be wanted during the early stages of such movements. Really, while in a general demand this would be the chief difficulty, the details of arrangement are at first of prime importance. Any one who shall attempt on a two-weeks notice of such a gathering to carry it through successfully must not charge a failure upon apathy of teachers. It is not too long beforehand to agitate this matter *now*, in any locality that would secure success in the conduct of such a work next summer vacation.

HAL.

NOTES BY THE WAY.—*Belleville*.—Why the Southern part of this state is called Egypt is not quite apparent. The Egypt of olden time is suggestive of darkness, either of a moral, social, political, or physical kind. The phrase 'dark as Egypt' brings vividly to mind the 'darkness that may be felt'. The olden Egypt, too, was a land of plenty. It yielded abundantly of the fruits of the earth. Our Egypt is not a land of darkness, but it is a land of plenty. When its resources are fully developed, it will be a highly-favored portion of the state.

St. Clair county is in Egypt, and even now takes high rank among the populous and wealthy counties of the state. The Teutonic race have possessed the land; but this industrious and patriotic people have not been a whit behind the enterprising Anglo-Saxon in material prosperity and educational advancement. It is the best wheat county in the state. In the time of wheat-sowing I passed through from east to west, and from north to south, and it appeared like one vast wheat-field, so large was the breadth of that cereal sown. This crop has not failed once in twenty years in this county. Twenty-two first-class flouring-mills in the county attest the magnitude and value of this crop. I may as well say parenthetically, right here, lest the reader should not be aware of the fact, that I designed to speak of educational matters, but having run off in another direction, I now return to my subject.

Belleville, the county-seat of St. Clair, has made and is now making noble efforts for the education of her youth. Her public schools compare favorably with any in the state. It has a population of about 14,000, and is a substantial, well-built city. It is none of your modern balloon towns, built up with pine boards and set on stilts, to be blown away or burnt up, but it is solid brick and stone.

The number of children attending the public schools is about 1200. The

Catholic element is large and influential, maintaining and patronizing schools of their own, thus reducing materially the number that would otherwise attend the public schools.

The city has two large and commodious school-buildings—one erected two years ago, and one last year. The former is a two-story building, costing about \$40,000, including the ground. The latter is three stories, contains fifteen rooms, with one large hall, and will comfortably seat 750 scholars, or 900 by converting the hall into school-rooms. It is handsomely finished, furnished with modern conveniences of blackboards and desks, and cost about \$60,000. These figures may seem large, and indeed they are large, but the City of Belleville does not mean to only half do what she attempts.

The schools are under the superintendence of my friend J. P. Slade, a gentleman well known to the teaching fraternity, as he has been quite a constant attendant at the annual meetings of the State Association. Mr. Slade has been connected with the Belleville schools about ten years, and has won his rank by dint of hard labor: commencing as an assistant teacher, he has worked his way up to his present responsible position. He is a gentleman of pleasant address, scholarly appearance, good executive ability, and an excellent teacher. He deserves in an eminent degree the position he has attained. He has one trait of so remarkable a character that I should fail to do him complete justice, did I omit particular mention of it. He is an enthusiastic and successful canvasser for subscribers for the Teacher. He has sent you a goodly number of subscribers, and will send more. Reader, "go thou and do likewise."

Belleville is the home of Prof. Bunsen. The labors of this gentleman, both as a teacher and a member of the School Board, have been invaluable to the city. His profound learning, his varied experience, and his enthusiastic devotion to the cause of popular education, have contributed to place the Belleville public schools on their present sound basis. Although advanced in years, he seems to have lost none of his youthful enthusiasm. Prof. B. has some times contributed to the pages of the Teacher, and the freshness and originality of the productions of his pen have shown the thinker as well as the scholar, leaving a regret that he does not oftener favor the public.

I proposed to speak of the Decatur Schools under the management of my friend E. A. Gastman, Esq., as I have full notes of that enterprising town, but must defer this for the present.

VIATOR.

P. S.—Erratum for January Notes. For "*Pittsfield* school-house burnt" read "*Griggsville* school-house burnt." This latter place has had the honor of building two school-houses—the second house being the genuine Phoenix. I regret that I can not blame the printer with this mistake. With a profound conviction of the fallibility of human knowledge, I can only say "*errare est humanum.*"

V.

PRACTICAL TEACHING.—No small amount of nonsense is uttered by exceedingly unpractical men upon the folly of learning things which the pupil does not expect to use. It is folly to learn algebra, because the pupil does not generally use it. It is folly to waste time upon fractions, because they are not much used in common farm business. It is nonsense to learn grammar, because the child who says 'I seen it' is just as well understood as the child who uses the correct form. There is little to be said to persons who argue thus. They are hard to convince, and when convinced, are good for nothing.

But there is a practical teaching which is too much neglected. Every teacher who has ever tried it knows that children are often tired of the book and are quickened and refreshed by something taken from their common experience. I propose to illustrate my meaning by giving a specimen of what I call my practical arithmetic work.

I have as a part of my school-room apparatus a measuring-tape and a rule. I had a jointed yard-stick made of nine joints, each 4 inches between the pivots, but some urchin borrowed it, and forgot to return it. My pupils have measured the school-room, and have calculated its dimensions in a dozen ways. They know how many boards were required for the floor, how many bricks were needed for the walls, how many feet of glass for the windows. They have calculated how many bushels of grain it would store, how many gallons of water it will contain, how many minutes it will require the pupils to breathe the air once over. They have measured the blackboards and the platform, and made estimates of the height and breadth of almost every thing in the room. They have measured the wood-pile and the yard, and by shadows they have found the height of the building and of the church-spires in the vicinity. They have not gone over the text-book very rapidly, but they have mastered it as they have gone. They take hold of a question thus presented with a relish, and the fact that they do not know the expected answer makes them more careful, and more eager to do their work well.

A class of mine is now at work on Partial Payments. It was dull for them and for me while we were going through the book-work. They 'got the answer in the book' by the common process of firing at it till it was hit, rubbing out and trying again, until the figures were somehow obtained. But so soon as the rule was learned and its application fairly set forth, original examples were given. Notes properly drawn up, with payments indorsed in business form, were given, and the class went to work. For a month they have worked on notes of different forms and at different rates, neither the class nor myself knowing the correct answer until we worked it together. Not only has the class gained immensely in rapidity and accuracy, but they have become so interested that it is a matter of pride with them to do the work rapidly and neatly, and to point out to one another the ingenious expedients for shortening work which are so abundant in all the applications of Percentage.

I trust that this makes clear what I mean by practical arithmetic. It is drawing examples from daily life, applying principles directly to their use, and, above all, avoiding the demoralizing practice of working examples with answers given. It is a bad practice for pupils; it is worse for the teacher. Is there not professional pride enough among teachers to rebuke those publishers who offer 'Keys' for '*Teachers only*'? It makes a little more labor for the teacher, to devise and work original examples, but does not his own mind often need the stimulus of intellectual work?

Other studies admit of applications equally practical, and more interesting; but this may suffice. Perhaps some other teacher may tell us how to make Geography or Grammar practical.

Y. S. D.

HOW SHALL WE PRONOUNCE 'ILLINOIS'?—*Mr. Editor*: I am an advocate for that pronunciation of this word which is called 'affected' in the last Teacher, —namely, with the *s* sibilant. With your permission, I will state briefly my reasons. The general tendency of our language is toward Anglicizing the pro-

nunciation of foreign words which have been transferred to it: numerous examples might be given. Who does not approve this tendency? And right here comes the question, whether the result shall be a true English pronunciation, or one that is mongrel French. Now, whatever may be the etymology of Illinois, it is doubtless true that we have received the word from the French; but is 'Illinoi' a French pronunciation? No more than 'dè'-po' is. It is universal now to say 'Detroit', and almost so, to say Saint Louis, and Louisville,—not 'Sent Lou-ee' nor 'Lou-ee-vill',—thus making them real English words. Now is it not desirable to do the same thing with the name of our state? and is it not likely to be accomplished? I say *yes* to both questions; and I believe enough good speakers are now pronouncing the name thus to give the school-master *authority* for helping in the good work. Hence, I rejoice to believe, with the writer of the article referred to, that this 'pronunciation is gaining ground among teachers'. The fact that the new edition of Webster's Dictionary authorizes 'Illinoiz' troubles me very little; for, as long as that excellent work sanctions such a pronunciation as 'Kan-kaw'-kee, Illinoisans will not be likely to regard it as an *infallible* guide to the pronunciation of names belonging to the 'Sucker State'.

E. C. HEWETT.

Normal, May 9th, 1867.

SOME COMMON ERRORS IN SPEECH.—Teachers should correct in themselves and in their pupils little errors and awkwardnesses of speech as well as the grosser vulgarities, solecisms, and abuses of language. Purism is not to be commended: both teachers and taught have too much else to do to be always on the lookout for mistakes in pronunciation or expression; but clear and distinct speech is so useful, and slovenly speech is such a detriment, not merely to social intercourse, but even in a utilitarian view of the matter, that the teacher's position as general censor should be used to teach the pupils how to talk with tolerable propriety, as surely as for any other of the duties of that station. Ride no hobbies, however great the temptation. Language is to be cultivated for the objects to be gained by it: not because the teacher likes grammar or good style, but because in the street, the shop, the parlor, the pulpit, the bar, or the senate, he who can with greatest ease and clearness say just what he means, and no more, has advantage over the obscure, the rambling, the awkward, the hesitating speaker or talker. It may be a wonderful thing to 'talk like a book'; but you and I, reader, would rather have a less formal style when we meet some eve at a friend's, and beginning with the weather and commonplaces, ramble in our talk over half the universe. Follow me now, then, as I call attention to a few very common inelegances or errors, which you should never let slip from your lips or allow to have an undisputed currency where you hold sway as censor of manners, though you will avoid equally all pedantry and stiffness and purism.

(1.) *Afterwards*. Do n't put the accent on the last syllable, and say *afterwards* when you mean *afterwards*. The idea expressed by *after* is the principal one in the word; and there is therefore reason as well as best usage in favor of the accent on the first syllable. At college a quizzical friend of mine broke me of this awkwardness by interrupting me, on every occasion when I was guilty of it, with the question, "After *words*! After how many words did it happen; and what were they?" The form *afterward* is used by some, who desire to avoid hissing sounds as far as usage will allow; but Mr. Marsh, who is most excellent authority in such case, says that the form ending in *s* is the original

one in the language, and that the other is a modern corruption. The same is true of *beside* and *besides*, *toward* and *towards*, and some others.

(2.) '*Sa-a-ay!*' Some people have an awkward way of using this word to call attention: they have that as the real reason of using it, even when it might seem to be an imperative calling for a reply. "Say! I'm going to church to-night; say! won't you go 'long with me?" This probably originated in prefacing one's own speech with the needless information 'I say', to distinguish original matter from the current reports heralded by the irresponsible 'they say'. Some put in the *I*, distinctly. An anecdote is told of one of these unfortunate *sayers*, which may remind others of the awkwardness and serve to fasten the lesson in mind. A professor in a college was in the habit of using this preface immoderately, and became the subject of the mimicry of a waggish student, who was finally arraigned for some incautiously-public display of his jokes upon the professor. Being sentenced by the college authorities to receive a reprimand in the chapel, he stood forth: the injured professor was to reprove him, and began thus: "I say, they say you say I say *I say!*" A titter which swelled to a roar of laughter ended that reprimand suddenly.

(3.) And is it not very annoying to be told by some one that a thing is so and so with a perpetual interjection of the statement that you know it already? "I was there, you know, when it happened; and as I was near him, you know, I could n't help hearing all he said, you know; and such extraordinary things are not easily forgotten, you know." I am always sure that I have fallen in with one of Carlyle's eighteen millions of bores, when I meet such a talker. Why not let one have his knowledge in peace, without retailing it over to him and reminding him of it at every breath? But reason never led any one into this foolish habit; and reason is not the weapon to use against it: ridicule is better. If one of your boys tells you something with too liberal a spicing of *you knows*, pay him back with an exaggeration of the same fault: thus you can cure him, it may be; and if you are liable to the same slip of the tongue, you will thereafter be cautious for yourself, too.

(4.) *Sorter* and *Kinder* are fragments of the Yankee dialect, standing for *sort of* and *kind of*, and used as modifiers to prevent a taking of the words to which they are attached in too broad or unqualified a sense. This I call a fragment of the Yankee dialect, though, like most such peculiarities, it is found in several of the local dialects of England. I am sorry to say that I have heard it some times from the lips of good teachers and well-educated men, whose unconscious use of it surprised me. These phrases in their legitimate forms, *kind of* and *sort of*, may be attached to nouns; but the dialectic error is in miscalling them and attaching them to verbs, adjectives, and adverbs. We may say 'he is a kind of a rogue', as this synecdoche is an allowable one; but the solecism we blame is in saying 'he is kind o' roguish', or 'he kind o' acts roguish'. This is so gross a vulgarity and barbarism that it need only be pointed out. But how shall the teacher give his pupil a rule by which, when ignorant of grammar, he may use *kind of* and *sort of* with nouns, which is proper, and avoid them with other elements of speech? Tell him that *kind of* must not be pronounced *kinder*, and that it may go with words that mean persons and things (as a kind of man, a kind of fence, a kind of plow), but not with other words. A few illustrations will make it plain even to simple minds, for the time; but they will soon forget the rule, and your explanations and illustrations; and you must patiently tell it again, and again.

We shall recur to this line again next month.

S. W.

NORMAL, ILL., MAY 20, 1867.

MR. EDITOR: Perhaps you are aware that in this little place there has been quite a stir in respect to the claims of certain members of the human family to an education. One morning, to the horror of certain sensitive parties, a well-behaved, well-dressed, quiet girl appeared in the primary school, who was suspected of being about one-eighth African. Of course, the tumult was tremendous. What use she may make of her school privileges, how eminent she may become by virtue of her culture, I can not say; but no amount of power or fame will ever enable her again to create such a sensation as was caused by her simple presence among the other children on that morning. Several public meetings were held, and finally a vote of the district was solemnly taken, by order of the town Board of Education, on the question of excluding colored children from the schools. This vote resulted as follows: In favor of exclusion, 2; against exclusion, 92; in favor of separate schools for colored children, 6. And so she goes to school, and is treated by her fellow pupils with much kindness and respect.

At one of the public meetings, the following spirited lines were read by Prof. Stetson, of the University.

D.

TURN HER OUT!

HER hair is crisp, her skin is black,
Turn her out!
 Born of a low and servile race,
 What right has she to take her place
 Beside the child of whiter face?
Turn her out!

Say ye her heart is pure within?
Turn her out!
 Do ye not see her colored skin?
 Badge of disgrace far worse than sin!
 Our children have with her no kin,—
Turn her out!

What right has she to seek to rise?
Turn her out!
 This child of Ham, whom we despise,
 'T were better far that we chastise
Normal, May 3, 1867.

Than our pet notions sacrifice,—
Turn her out!

* * * * *

Shame! Shame on those who loudly cry
Turn her out!
 Learning belongs to Liberty.
 If men this God-given right deny,
 From civilized society
Turn THEM out!

'T is God the colored skin has dyed,
[Turn them out!]
 And man, impelled by foolish pride,
 Too long has equal rights denied.
 No longer shall this sin abide:
Turn it out!

STATE AND COUNTY INSTITUTES.

STATE TEACHERS' INSTITUTE.—*Mr. Editor:* It has been decided to hold the Institute at Normal, beginning on Monday, August 5th, and continuing four weeks. The exercises will be mostly conducted by the Faculty of the Normal University, but other help will be secured so far as desirable and practicable. There will be no expense except for board, and arrangements are in progress to secure this at as low a price as possible. Circulars will soon be issued giving full details. All who would like to attend will please send in their names to the undersigned.

RICHARD EDWARDS, Normal, Ill.

THE HANCOCK COUNTY TEACHERS' INSTITUTE held its semi-annual meeting at Dallas City, commencing Monday, April 8th, and closing Friday night, the 12th. The session was of more than usual interest, the attendance being large and the exercises ably conducted. The exercise in Reading was led by Miss E. E. Smith, of LaHarpe; Mental Arithmetic, by C. M. Tucker, of Dallas City, and Prof. J. Piper, of Oskaloosa, Iowa (to whom the institute is greatly indebted for many valuable hints upon the proper methods of teaching the various branches); Geography, by J. J. M. Angear, M. D., Ft. Madison, Iowa, and Prof. J. Piper; Grammar, by W. S. Hermance, Carthage. Essays were read by

Messrs. A. Noland, of Durham, I. N. Gates, of Dallas City, and Miss M. M. Dodge, of Carthage. Animated discussions were held upon the best methods of teaching Spelling, History, and Geography, and upon School Discipline. It was voted—there being but three dissenting voices—to retain the rod in school. The propriety of all teachers' taking the Illinois Teacher was discussed, and 24 subscribed. The citizens of Dallas City filled the place of meeting to overflowing every evening, and listened with evident satisfaction to the interesting and instructive lectures of Dr. Angear, J. Van Valkenberg, and Profs. Piper and Branch. The following resolutions were unanimously adopted:

- (1.) That we will endeavor to be present at the semi-annual meetings of the Institute; and will strive to secure the attendance of all other teachers of the county.
 - (2.) That hereafter the sessions of the institute be permanently held at Carthage, unless, upon public invitation, elsewhere.
 - (3.) *If* *thereas*, experience has demonstrated the great practical benefits of institutes, in improving the teachers, elevating schools, and arousing the people to greater activity; and *whereas*, we desire to secure the aid of the best educational talent to assist us at our next and subsequent meetings; therefore, be it *Resolved*, That the Board of Supervisors be requested to make an appropriation to aid us in our institute, and that the County Superintendent be requested to present this matter to said board at their next meeting.
 - (4.) That teachers should at all times impress the minds of their employers and school-officers, in their respective districts, with the advantage of having a uniformity of text-books throughout the county, and a set of outline maps and a globe in each district.
 - (5.) That we recommend the formation of Township Institutes.
 - (6.) That all teachers should zealously study to render themselves personally agreeable to pupils and parents, and make their school-rooms as pleasant as possible by adornments.
 - (7.) That teachers should be alive to their work, and strive to raise the standard of education by increasing their own qualifications.
 - (8.) That we request school-officers to make no discrimination, in wages, between lady and gentleman teachers, their services being equal.
 - (9.) That we do all in our power to educate the orphans of our dead heroes.
 - (10.) That the great efforts now being made to establish free schools in the South, and to advance the cause of universal education in this hitherto neglected section, have our hearty support.
 - (11.) That we, as teachers and comembers of this institute with Mr. G. W. Batchelder, do hereby express our grateful acknowledgments to him for his earnest and effective labors in the cause of education in Hancock county.
 - (12.) That we express our cordial thanks to the citizens of Dallas City, for their kindness and hospitality during this session of our institute; to the trustees of the Congregational Church, for the use of their house of worship; to Dr. J. J. M. Angear, Hon. J. Van Valkenberg, and Professors Piper and Branch, for their interesting and instructive lectures; and to Prof. Wood and others for their musical entertainment during our evening sessions.
- Ordered*, That the August meeting of the institute be held during the first week in September next.

REBECCA MAYOR, Secretary *pro tem*.

KNOX COUNTY TEACHERS' INSTITUTE held its spring session in the Galesburg High-School building, commencing Wednesday, April 18th. This day was devoted to the examination of teachers. Thursday's session opened with fair prospects. Many teachers were present, including a number of the professors of our colleges, and Pres. Edwards of the Normal School, who took a leading part in the good work. Rev. Geo. Duffield conducted the opening exercises. In the course of some remarks he referred to the office of the teacher as second to none in honor and usefulness. Mayor C. P. West, in some fitting introductory remarks warmly welcomed the teachers to Galesburg and the hospitality of its homes. B. P. Marsh, President of the Association, then delivered an address replete with good sentiment, and useful hints and suggestions to teachers. The first subject introduced in the regular exercises was Reading, conducted by J. H. Knapp, County Superintendent. He would teach ideas. Let the child commence with simple combinations of letters conveying ideas. Other exercises, conducted by Miss Helen Bassett, J. W. Bird, Miss S. C. Lee, Prof. Standish, and Pres. Edwards, were interesting and instructive. Pres. Edwards said he found many teachers who commence too high up. We should commence at the *foundation* and work upward, not at the *top* and work downward. In the evening a large concourse of teachers and citizens met to listen to an address by Pres. Edwards—Subject: 'The Golden Age is Now'.^{*} The

^{*} Prior to Pres. Edwards's lecture Prof. M. L. Comstock delivered an address on the 'Marking System', considering its advantages and disadvantages, and concluding it is a 'necessary evil'.

speaker clearly showed that in much that pertains to the best interests of humanity we are in advance of all former times; hence, as compared with the past,—“The Golden Age is Now”: but that, in the progress and development of the race, other and succeeding ages will be Golden compared with ours, and each age with the age preceding it. Opening service on Friday was conducted by Rev. W. D. Clark. Over 100 teachers were in attendance. A large part of the morning session was devoted to Vocal Exercise and Reading, conducted by Pres. Edwards. Mrs. Boise's class in Physical Exercises deserves special notice for the grace and accuracy with which a great variety of movements were performed. Such exercises are unquestionably highly conducive to health and physical development, and should be introduced into all our schools. Pres. Edwards occupied the afternoon session in discussing the subjects of Grammar and ‘The Theory and Practice of Teaching’. His remarks were highly instructive, and were listened to with great interest. In reply to the question whether he would employ corporal punishment, he said: “I would bind myself to no theory. No teacher should; but leave himself free to be governed by circumstances. He would have it understood that corporal punishment might be inflicted.” In the evening there was a formal opening of the Galesburg High-School building, a noble structure recently completed at a cost of more than \$60,000. A general invitation had been given to the citizens, and great numbers were in attendance. A dozen toasts were read and responded to, and the occasion passed off pleasantly. Saturday's exercises were conducted by Miss M. A. West, Mr. J. B. Roberts, Miss S. L. Stocking, and Prof. W. J. Beecher, of Galesburg, and Prof. A. J. Thomson, of Abingdon. Prof. Thomson advocated the Phonetic System. Under this system the child can accomplish as much in one year as in three under the present system. As an evidence of its merits, he introduced to the teachers his little boy, 6 years of age, to whose instruction he had given but little time, and who delighted every one with his correct and beautiful pronunciations in phonetic spelling and reading. The weather continued unusually fine throughout the institute. The teachers will long remember this as a very pleasant meeting, and one of great interest and profit. After adopting the following resolutions, the Association adjourned to meet at the call of the Executive Committee.

Resolved, That the Knox County Teachers' Institute desire to express great indebtedness to the ministers of religious truth, who, by their presence, prayers, and counsels, have so emphatically intimated the necessity, importance and dignity of our work.

That this institute, cheered by the liberal appreciation of our labors, and stimulated by the indications of progress, never will abate our zeal, nor shrink from the responsibilities of our position as the guardians of Popular Education.

That the Illinois Teacher is recognized by us as the organ of the teachers of the state, a valuable auxiliary in our vocation, and entitled to our support.

That the impressive utterances of ‘thoughts that breathe and words that burn’, by our talented chief orator and most able and efficient lecturer, President Edwards, move us, by their inspiration, to a higher appreciation of our responsibilities, and to increased efforts in our profession.

That as flowers never put on their best clothes for Sunday, but wear their spotless raiment and exhale their sweet odors every day, so should we, as educators, let our lives, free from stain, ever give forth the fragrance of the love of learning, the love of man, and the love of God; and hence,

That the man whose mouth carries tobacco, and whose filthy spittle soils a floor, during this ‘Golden Age’, ought to be taught decency by some influence more potent, if possible, than the presence of ladies, or the restraints of public opinion; and that, as the influence of the teacher's example is no less but vastly greater than that of his precept, no one should be intrusted with the solemn responsibilities of our vocation who is not sufficiently manly to abstain from the degrading and corrupting use of that vile weed.

That the present session of our institute has been one of rare interest, and that those whose circumstances, or want of inclination and enterprise, have kept them away have missed a choice entertainment,—one highly calculated to foster in us an affectionate sympathy and mutual esteem as coworkers in our common glorious field.

That all the teachers of the county ought to attend the sessions of the institute, and participate in its proceedings; and that those who do not should fail to receive any compensation for the misdirected use of the institute's consecrated moments.

That Colleges, Seminaries, Academies, and Public Schools, being naturally related to each other as parts of the great educating power, should labor together for each other's benefit.

That the tendency upon the part of teachers to over-assist their pupils damages the minds of the latter, destroying that noble element of human nature—self-reliance.

That the Association respectfully request of President Edwards a copy of his able and eloquent address for publication.

That the secretary be requested to furnish the Illinois Teacher, and the county papers, copies of these resolutions for publication.

IRA E. HARSH, Secretary.

B. P. MARSH, President.

LASALLE COUNTY INSTITUTE met at New Rutland, April 2d, and continued in session three days. The efficient County Superintendent, Rev. J. M. Day, acted as presiding officer, and Wm. Brady was elected Secretary. The exercises of the first day were a drill in Reading, by L. B. Hudson, of Aurora; one in Spelling, by Mr. Day; an exercise in Gymnastics, by Mr. J. W. Cook, of the Normal University; Recitations, by Prof. Hudson; instruction in Penmanship, by Mr. A. Splittstosser, of Peru; and exercises in Reading, by President Edwards, of the Normal. In the evening, after discussion of the subject 'Thoroughness in Teaching', a lecture was given by Pres. Edwards. The second and third days, in addition to the above, Mr. Thompson, of Lenox, gave a drill in Elementary Arithmetic and Mathematical Geography, and Mr. Powell an exercise in Gymnastics. The evening of the second day a lecture was given by Pres. Edwards, on the Subject 'A Teacher may be a Man'. The officers elected for the ensuing year are—President, J. M. Day; Vice-Presidents, O. M. Tucker and J. H. Goodrich; Secretary, Wm. Brady; Treasurer, W. B. Powell. Among the resolutions, after extending the customary thanks to instructors, lecturers, railroads, citizens, etc., are the following:

That teachers' institutes fully compensate teachers for the time and money expended in attending them, by affording means of intellectual improvement, opportunities for friendly greetings, and pleasant associations.

That we hereby thank the present efficient Board of Supervisors of Lasalle county, for their generous appropriation of \$100 to defray the expenses of this institute, and also Mr. Wm. Paul, of Peru, for his unrecompensed efforts in procuring this appropriation.

A noticeable feature in the institute was the prominence given to the primary and elementary branches, and especially to reading. The session was well attended throughout, nearly 100 teachers being present.

RANDOLPH COUNTY TEACHERS' INSTITUTE met in Chester, on Tuesday, April 2d, and continued in session three days. We had no prominent lecturers or instructors with us; but we managed as best we could, by having one of our teachers give a drill, or explain his method of teaching, and then the members discussed the merits of the proposed method, suggesting such improvements as they thought would be beneficial. Although our 'Egyptian' institutes, held away down here in this almost inaccessible part of the state, may not be as interesting or instructive as those held where, being blessed with railroads, no trouble is experienced in securing the services of the most prominent educational men of the state, we feel somewhat benefited by them, and go away strengthened for our work. This is the third meeting of the institute of this county since its organization. The interest in it has steadily increased. A few of our teachers are *alive*, and *awake* to the work before them: they are aware that upon them rests the responsibility, and they are making all possible efforts both to improve themselves, and to improve the condition of our schools over the county. We have the stuff—the intelligent children—here to make good schools of: what we need is a little more interest among the people, and a few more good teachers. Our next meeting will be held in Sparta, during the last week in August, when we hope to have as interesting a time as any other place in the state. We hope our efforts to procure some assistance may be successful. In the mean time we do the best we can.

T. M. NICHOL, Secretary.

The Democrat says of the above: "We have attended its sessions, and feel

that it is our duty to recommend in the highest terms the necessity of all persons becoming members, and assisting with mind and money the progress of the noble work for which the institute is laboring. When we think of the valuable information which the few that conducted the late sessions of the institute must have received by their mutual efforts, we are surprised that any one would allow these glorious opportunities of receiving and imparting knowledge to pass unheeded. The good citizens of Chester are undoubtedly anxious for the success of our teachers in their work; and their appreciation of the exercises and efforts lately witnessed is manifest, since the institute was compelled to quit our spacious school-rooms and seek the more spacious Presbyterian Church for means of accommodation."

WINNEBAGO COUNTY.—The institute for this county held its session at Cherry Valley, commencing April 2d and continuing three days. Upon organization, Mr. Andrew, County Superintendent, was elected President, with Mr. A. Martin, of Guilford, Secretary. The attendance of teachers from all parts of the county was large, the number of names enrolled by the Secretary reaching, on Friday, about 133. This is considerably the largest number enrolled at any institute ever held in the county. The following is the order of exercises for the successive days. Each of the exercises mentioned consisted of practical illustrations, by teachers, either upon the board or by treating the institute as a class, of the different methods of presenting the subjects under discussion, and was followed by about fifteen minutes of criticism and discussion. Tuesday, A. M.—Arithmetic, by O. F. Barbour, of the South-Rockford School; Reading, by Mr. Blodgett; Orthography, by Dr. Allen. Tuesday, P. M.—Grammar, Mr. Andrew; Geography, Mr. Blodgett. Recess. Mental Arithmetic. Wednesday, A. M.—Reading, by Mr. Blodgett; Mental Arithmetic, Mr. Barbour; Orthography, Mr. Brown, of Indiana; Answering questions proposed through the medium of a question-box. Wednesday, P. M.—Grammar, by Mr. Andrew; social intercourse; Geography, Mr. Sheldon, from the State Normal School, also Mr. Brown; Mental Arithmetic, first, by Miss Mary Abell, followed by Miss Hazen. Thursday, A. M.—Reading, Mr. Brown; Practical Arithmetic, Mr. Barbour. Recess. Discussion of 'The best method of establishing and conducting schools'. Thursday, P. M.—Grammar, W. S. Young, of Harrison; Geography, W. H. Durham, County Superintendent of Boone Co.; Writing, Mr. Young. Friday, A. M.—Geography, Grammar, Answering questions. Friday, P. M.—Owing to examination of teachers by Mr. Andrew, held in another building, but few remained; but, under Mr. Blodgett's direction, the afternoon was spent in various exercises and discussions in Arithmetic, History, and Reading. The discussion of questions arising from these exercises was often very animated and interesting, bringing out the experience and observation of the teachers in regard to discipline, punishment of scholars, different methods of conducting classes, the duties of teachers, and many other questions which present themselves in connection with the conduct of a school. Two critics were appointed for each half-day, and but little that was subject to criticism escaped their notice. Among the gentlemen from without the county who took part in the exercises of the institute were Mr. Sheldon, from the State Normal School; Mr. W. H. Durham, County Superintendent of Boone Co.; and Mr. Geo. P. Brown, of New Albany, Indiana. The last-named of these gentlemen took an active part in the proceedings, and rendered valuable service by presenting in a very interesting manner his methods of conducting classes in Geography, Grammar, and Reading. One of the most interesting and profita-

ble features of the institute was the course of lectures delivered on Tuesday, Wednesday and Thursday evenings. The first of these was delivered by Mr. Blodgett. His lecture was practical, and to the point, abounding in useful hints, and evincing a thorough understanding, by the lecturer, of the theory and practice of teaching. It was devoted principally to the consideration of the obstacles to thorough mental culture and successful teaching. The second lecture was delivered by Rev. D. M. Reed. Among other things, he urged teachers to endeavor to comprehend the nature of their vocation; to strive to kindle within their pupils a spirit of earnest inquiry, and lead them to form habits of close and careful observation; to teach with thoroughness whatever is taught; and to endeavor, by the use of kindness and love, to win the hearts of their scholars. On Thursday evening the last lecture of the course was given by Mr. Kinney. He addressed the teachers upon the importance and responsibility of their vocation; showing the moulding influence which they have over the minds and characters of those intrusted to their care, and urging them to use this influence aright. Their calling is closely allied to the clergyman's, and to teachers, more than to any other class of persons, does the latter look for encouragement and assistance in his own labors. On Friday evening the institute met for a sociable. The following resolutions were adopted, together with the usual thanks to the people for their cordial reception.

That Prof. Jas. H. Blodgett, Rev. Mr. Reed, and Rev. Mr. Kinney, by their able and instructive lectures, have done valuable service to the cause of education.

That we recommend the Illinois Teacher to the patronage of teachers throughout the county. That we hereby return our sincere thanks to Mr. Andrew for his labors with us, and the able manner in which he has presided over the exercises of the session.

MARION COUNTY.—I have been requested by the Marion County Teachers' Institute to furnish for publication in the Teacher a short account of said meeting. It gives me great pleasure to comply with the request, and to say that we had a good time, and five days of it. About fifty teachers were present, took a part in the daily exercises, and have gone to their schools with an increased zeal for the good cause. In short, success has crowned the efforts of our worthy Superintendent, Mr. Hugh Moore, and the educational interests of our county are growing brighter, brighter, brighter. This meeting of the teachers of Old Marion will long be remembered as a pleasant and profitable one—a success, even in Egypt. Onward, yes, upward, we hope. Marion county is the banner county in this part of the state. Her schools compare favorably with those in the central and northern portions, and will, ere long, under the efficient management of our good Superintendent, walk side by side with those of Sangamon and McLean. We have resolved to be second to none. Please note the prophecy. I will only add that among other resolutions passed by the institute is the following:

Resolved, That it is the imperative duty of every teacher to take the Illinois Teacher.

JAMES N. PATRICK.

EDUCATIONAL ITEMS AND STATISTICS

OUR OWN STATE.

CHICAGO.—J. L. Pickard, Esq., has been unanimously reelected to the office of Superintendent of Public Schools, at a salary of \$3,500 per annum. This is a just compliment to Mr. Pickard's past management of the schools, and a proper appreciation of real merit. Mrs. Jennie Leadbeater, of the Moseley

School, and Miss Mary E. Barney, of the Jones School, have resigned the position of assistant in their respective schools. Frank B. Williams, Esq., has been elected Principal of the John-Street School, to be opened May 6th. Messrs. F. A. Eastman and T. M. Avery have been elected members of the Board of Education, in place of Messrs. E. Blackman and C. N. Holden. Messrs. M. W. Leavitt and R. M. Guilford were reelected. The Common Council have authorized the sale of \$200,000 in city bonds for school-construction purposes, as the Board shall need them. Ground has already been broken for the erection of one building to accommodate 900 pupils. The Board of Education have reorganized for the ensuing year by electing G. C. Clarke, Esq., President, and S. A. Briggs, Esq., Vice-President.

DECATUR.—The schools closed their second term March 22d. The following invitation was sent to all the parents:

Mr. and Mrs. ———: The examination of the classes in this school of which your ——— SCHOOL, March 20th, 1867. is a member will take place as follows: ——— You are earnestly requested to be present at the hours mentioned, and as much longer as you can make it convenient. Yours respectfully, ———, Teacher.

The blank was filled by giving the hour when the examination of the child, in each one of his studies, would take place. The result was in the highest degree satisfactory. The school-rooms were crowded from early in the morning until the close of the day. Parents who were not able to spend a day in the school, and then, perhaps, not hear their own child recite at all, were very willing to spend an hour or two in hearing their children examined. The examinations continued three days, during which time over 1,000 persons visited the schools. The Board appointed committees to visit the different schools, examine them, and then report the result of their observations. These reports show that the schools are well taught, well governed, and are giving good satisfaction to the citizens. The Board have just advertised for proposals for a new school-house, to be erected this summer.

HANCOCK COUNTY.—[We have received the following notice from the County Superintendent, G. W. Batchelder, Esq. We trust the committee will exercise a wise consideration in deciding upon their recommendations, and that these may have much influence for good.] We are trying to have a thorough revision of text-books in our county, as a deplorable state of things, in this respect, exists at present. At the last meeting of the institute the following members were appointed a committee to recommend suitable books for the county, and it is in contemplation to call meetings of school-officers to facilitate matters, Ansel E. Dickenson, Hamilton; F. C. Crane, Augusta; Miss Adel Vincent, LaHarpe; and the County Superintendent, Carthage.

INDUSTRIAL UNIVERSITY.—The Trustees, at their meeting of May 8th and 9th, voted to increase the salary of the Regent to \$4,000. It was decided not to open the University to students before the first of March, 1868. Judge Brown offered a preamble and resolution, setting forth that the County of Champaign has faithfully complied with the terms of the law for the location and endowment of the University, in conveying to the board perfect and unincumbered titles to the identical property offered the legislature, including 900 acres of land, \$50,000 in Illinois Central Railroad freights, \$20,000 in fruit and ornamental trees, and \$100,000 in Champaign County bonds, together with the University Building; in view of which facts, the Industrial University is hereby located at Urbana, Champaign county; which, after a full and free discussion, were unanimously adopted.

MT. CARMEL.—The local paper says: "The fact is, and needs no comment, Mr. Carl Roedel is a first-class and experienced teacher, and is seconded by an able corps of assistants. Our schools are not surpassed, and we are glad to record that the cause of education in our city is progressing. Dr. James Leeds, our worthy County Superintendent of Schools, ought to be the centre of attraction and receive the commendation of all lovers of education, for his untiring energy and marked improvement in our county schools."

MT. CARROLL.—The Union School in this place, under the charge of Mr. Thompson, is reported to be in a very flourishing condition, and fully attended. From the report of the Examining Committee in the Mirror, we learn that the attendance during last term was 450. Mr. T. is assisted by Miss Forbes, Miss L. Bartholomew, Miss Belle Mumma, Miss V. Seymour, and Miss Mattie Olney.

[Lack of room again compels us to defer a large amount of matter, consisting of news items and notices of books.—PUBLISHER.]

ILLINOIS TEACHER.

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EDUCATION OF THE HEART.

WE are told that 'knowledge is power'; to 'beware when God lets loose a thinker on this planet', etc. And knowledge is power, and the thinker can put in motion tremendous forces. Nevertheless, it is true that the heart bears sway over all in heaven and earth. Intellect, impelled and guided by the heart,—thought, speeding through the universe, all aglow with the light and heat of feeling, accomplishes its highest mission. The great souls that burn in the centres of intellectual spheres, with power to control the orbits of numerous revolving minds, are greatest when, like the sun in the heavens, they shine into the lowliest vales of earth with such a pure and loving light that the tenderest infant germs reach up confidently to catch their vivifying smiles, and are nourished into vigorous life by their benign ministry.

It is true that we must become a nation of thinkers; that our free schools must give the keys of knowledge to all the families of the land: but it is also true that, without a simultaneous and powerful influence on the youthful hearts which receive them, but a small part of the teacher's work will have been accomplished.

In this most important part of education, the primary school has an immense advantage over the institutions which deal with pupils in the more advanced periods of their education, because the infant heart is there accessible in its purest and most impressible state. Teachers surrounded by little children are in good company, if they only know it: perhaps the best that can be found in this world. Jesus certainly taught that ordinary men and women must improve greatly before they can take rank with them in the estimation of Infinite Wisdom and Purity.

All their future powers and experiences, as yet but in embryo and in dreams, are easily concentrated and condensed into the love of God: they are "ready to offer to their Creator the flame and perfume of an existence which as yet nothing has profaned, or deadened, or withered."

-- Oh! what exquisite sensibilities, what beautiful imaginings, what holy faith, what unselfish affection, do we find in little ones amid the rudest surroundings! What refined and pure and lovely children are given to coarse parents, who tread under their brutish feet the choicest pearls of human nature! What an awful waste has there been, through all the groaning ages, of the capacities of humanity! How are we dwarfed and weakened now for the want of those elevating and holy influences which might have come streaming down the centuries, had all the spirits which have been clothed in mortal flesh been developed into power and beauty by a perfect Christian culture!

What mind can compute the loss to the world of the richly-endowed beings who have appeared on earth, only to depart in early death, for want of the delicate and skillful nurture which the pure in heart alone can bestow?

Those who have been long observers on the stage of life can easily recognize in one little drama the representative of thousands which occur in a single generation. A delicate babe, of angelic beauty, was sent to a home where hard, selfish, wearing toil had deadened the finer sensibilities of the human heart: where the husband was accustomed to beat the wife, and the wife to revile the husband, and the other children gave sad evidence of the effect of evil influences over them. His fretful mother complained of the Providence that gave her another infant after she had toiled so hard and reared so many, and she grudged the labor and fatigue which his presence in the family involved. But the child, unconscious of his harsh reception, grew into a rare loveliness, and lay like a flower of heavenly beauty on his coarse mother's bosom. His life advanced into the sweetness of prattling childhood, and, like other little ones who are accounted nuisances at home, he was early thrust into the great crowd of children that throng the common schools. Here he was worried and abused by the healthier and sturdier boys, and at last, faint, and weak, in the uncongenial atmosphere which every where surrounded him, his infant feet tired of the rough pilgrimage, and he lay down to die. There was no home for his spirit here, and he hastened to the loving arms of him who said "Of such is the kingdom of heaven." His pure and beautiful thoughts, the holy aspirations of his infant heart, had never found appreciation or response; and he was withering like the fragrant flower that lifts its graceful cup by the wayside, and, in stead of receiving the refreshing dew, is filled with dust by the passing hoofs.

He went quickly down into the dark valley, and soon lay in the shadow of the death-angel's wing: but, in stead of shrinking with terror, he made his miserable parents understand that something exceeding bright and beautiful was before him, and, with radiant countenance and uplifted little hand, he tried to tell them what he saw; but in the effort his breath failed, the white hand dropped, and, with the glory of

that celestial vision stamped upon them, his lovely features settled into the last long sleep.

"Some times one digging in Golconda's mines will turn up a pebble with rugged face and covered with mire, the sunbeams reflected only from one little spot, worn smooth by long abrasion of the sand. But skilled eyes know that it is a diamond, and skilled fingers take it up tenderly and polish it for a king's diadem."

No wealth of gold or gems can enrich the world so much as the redemption and perfect development of one human soul. Yet these immortal jewels, in their rough and unattractive condition, are lying in all our paths: There are myriads of diamonds, and mountains of gems. Are there heaven-anointed eyes to discern the hidden wealth, and cunning hands to uncover the brilliant beauty?

In the good providence of God, a very great multitude of the daughters of the Northern States have received an intellectual and moral training which prepares them eminently for the care and culture of these 'poor and needy little children'. In the same good providence of God, the southern half of our republic is laid open to the pitying gaze of all who love the great 'Teacher sent from God': and, in the appeals for sympathy and aid which are borne on every southern breeze, they hear the echoes of the old injunction "Feed my lambs." Who can reckon the spiritual treasures that will be buried underneath the poverty and ignorance, the crime and misery, that will crush and overwhelm the children *there*, if they are not rescued by the piety and culture *here*?

If our social and political institutions are superior to any others on the globe, they are so only because the soul of man, irrespective of its surroundings, is valued more here than elsewhere. If we are to rear a 'temple of living liberty that will overarch a continent', marble and granite will not suffice to represent the 'lively stones' which must sparkle in all the lofty arches, and reflect the blazing sunbeams from all its stately pillars. This temple can only be built of the cultured minds and purified hearts of the whole people. And where can the whole people be nurtured and developed but in the common schools, well endowed and skillfully conducted in every neighborhood, throughout the length and breadth of our land? If the American ideal of national strength, and symmetry, and beauty, shall ever be attained, it will have been reached by the power of the gospel of Christ operating mainly through the quiet but mighty agency of the teachers in these perfected schools.

" *There* were the ruby rocks,
And *there* in blocks the quarried diamonds lay.
Opal and emerald mountain, amethyst,
Sapphire, and chrysoprase, and jacinth stood
With the still action of a star, all light,
Like sea-based icebergs blinding. These with tools

Tempered in Heaven the band angelic wrought,
And raised, and fitted, having first laid down
The deep foundations of the holy dome
On bright and beaten gold; and all the while
A song of glory hovered round the work,
Like rainbow round a fountain."

M. B.

Woodburn, Illinois.

O V E R W O R K .

THROUGH the whole country, east and west, the laboring classes are very generally raising an earnest protest against what they claim to be an undue amount of physical toil. They claim that the present number of hours of labor per day produces too great an exhaustion of the bodily energies, and that no time or disposition is left for needed mental and moral improvement or for recreation. We earnestly wish success to every movement tending to elevate the condition of the masses. At the same time, it is a fit question to ask whether a zeal for an education on the part of our people is not so great as to urge upon their children too much mental labor. With the features of our system which tend to overstimulate the ambition of children in school, are not the results weakening to both the bodily and mental powers? Are not the hours of instruction, especially of small children, so numerous as to be positively injurious?

On this point, we present some extracts from a lecture by E. A. Meredith, LL.D., Assistant Secretary of the Province of Upper Canada, upon 'Short School Time, with Military or Naval Drill'. In it, direct reference is made to the school system of the United States. The lecture is given in full in the *Journal of Education for Upper Canada*, for October, 1866, kindly furnished us by Hon. E. Ryerson, Chief Superintendent of Public Instruction, Canada.

"PRESENT ROUTINE OF EDUCATION AT THE SCHOOLS.—First, then, let us consider briefly the routine of education at present pursued in the majority of our public schools, and examine what are its effects upon the mental and bodily health of those who are subjected to it.

"We shall here quote the words of a recent able writer in the States, who has discussed this subject with reference to the school system of the Union. His remarks, however, are as applicable to the school system of Canada as to that of the United States:

"Six hours a day, for the most part, is the allotted school time in this part of the country. Occasionally we find it five, and as often probably seven. The rooms, with some exceptions, are badly warmed and badly ventilated; the thermometer ranging, in winter, from 55 to 80, and the air contaminated by the respiration of one or two hundred pairs of lungs, and the impurities that arise from a leaky, overheated stove or furnace. The time not devoted to study is occupied in reci-

tations, or exercises that require a considerable degree of mental activity. To accomplish all the tasks, the regular school hours are seldom sufficient, and more or less time must be given to study out of school. It may be a single hour; it may be two, three, or four. The time will be determined by the amount of the tasks: by the ambition, capacity, or excessive anxiety, of the pupil. With quick-witted children, who have no very strong desire to excel, and those who have neither desire nor capacity to excel, it is short. On the contrary, with the sluggish, but conscientious intellects, with the ambitious who strive for distinction, and the morbidly sensitive and timid, it is long.

"The author from whom I have quoted then gives several examples of the lessons learned in a day in several public schools taken at random, and adds:

"These may be considered as average examples of the amount of work now put upon the youthful brain. They are the first that came to hand, but I have reason to believe that additional statistics of this kind would oftener show a larger than a smaller requirement. They will enable every one to judge for himself with sufficient accuracy whether the strain to which they subject the mind is or is not compatible with the highest degree of healthy endurance."

"EVENING STUDY.—In connection with this matter of out-of-school study, it must be considered that much of it is pursued in the evening, often until a late hour,—a practice more pernicious to the health, in youth or adult, than any other description of mental exercise. The brain is in no condition for sleep immediately after such occupation. The mind is swarming with verbs and fractions and triangles, and a tedious hour or two must pass away before it falls into a restless, scarcely refreshing slumber. Jaded and dispirited, it enters upon the duties of the day with little of that buoyancy which comes only from 'nature's sweet restorer'.

"Thus it is that in all our cities and populous villages the tender mind is kept in a state of the highest activity and effort, six or eight hours a day, for several years in succession, with only such intervals of rest as are furnished by the weekly holiday, and the occasional vacation. Sunday can hardly be admitted among these intervals, for that day has also its special school, with its lessons and rewards. In other words, it is subjected to an amount of task-work which, estimated merely by the time it requires, is greater than what may be considered a proper allowance to a cultivated adult mind."

"PHYSICAL EVILS EXPERIENCED.—But besides these evils to the mental health of children, resulting from the strain upon their mental powers, there is the physical evil resulting from the prolonged and unnatural physical restraint and sedentary confinement of children. We have high authority for stating that the enforced stillness of growing boys or girls in a school-room, however well warmed and ventilated, for five or six hours in the day, is a violation of the primary laws of physiology. The restlessness and inattention of the unfortunate little victims of our modern system, after a few hours' schooling, their irrepressible eagerness to escape from their restraint, notwithstanding all the artifices of the teacher to interest them, might of themselves warn us that we are doing violence to nature. 'The chief question', writes Dr. Schreiber, of Leipsic, is, 'how are our children brought up? Is it according to the laws of nature? The answer is No, or we should not see so many children, who were rosy and healthy before going to school, become pale and bloodless after attending school.' Another writer says: 'Nature commands children to play and romp, just as she does

young colts and lambs. Pen them up in school, fetter their limbs, shut them out from God's sunshine and vivifying breezes, and what do we make them? Their physical integrity is certainly impaired; but is not their intellectual, nay, is not their moral integrity also affected by this unnatural and artificial system? In their zeal for the mind, our modern educationists would seem to have altogether lost sight of the body. They forget that for the perfect man we must have the '*mens sana in corpore sano*'; they consider not that intimate 'consent between mind and body', by virtue of which the former must suffer, if the latter is neglected.

"In our modern system of education the physical training of children has, for the most part, been left altogether to nature or to accident. The evil effects of the system have, therefore, shown themselves, as might have been anticipated, more among girls than boys; because the former are less likely than the latter to seek for themselves those out-door sports and amusements which counteract, to some extent, the injurious effect of excessive mental labor and bodily confinement.

"THE FAILURE OF CLEVER BOYS.—Is it not in consequence of this unduly severe mental toil, together with the absence of proper physical training, that we find that many a boy of high promise, the delight of his parents, the *dux* of his school, is found to 'unbeseem the promise of his youth', and turn out a very commonplace, if not a dull and heavy man? Is not this the reason why so many intellectual and interesting children are like medlars, rotten before being ripe, and does it not supply us with the true answer to Dr. Johnson's query: 'What becomes of all those prodigies?'

"ANCIENT AND MODERN SYSTEMS.—Before leaving this part of my subject, it may not be out of place to note very briefly the great and characteristic difference in this particular between the modern system of education and that which obtained among some of the leading nations of antiquity. It is curious and instructive to mark the different degrees of importance assigned to the physical part of education in the ancient and modern world.

"Among the Persians,' we are told, 'the entire education of the youth from their fifth to their twentieth year, was confined to three things: riding, shooting with the bow, and *speaking the truth*.' Here physical education is the chief, almost the only element, and mental education is not even mentioned. This is just such a system of education as we might expect to find among a people removed only a few degrees from the savage state. Advancing to times of civilization, we come to the Greeks and Romans. Both these nations recognized, as we all know, the necessity and importance of mental education; and it formed, accordingly, an essential part of their system of education. But still physical training was by no means neglected: on the contrary, it was regarded as an essential if not the most important part of the training of the youth. The very names, indeed, of the Greek and Roman schools—*Gymnasia* and *ludi*—indicate places intended primarily for physical exercise.

"Looking at the Greek and Roman plan of education, we, with our modern views as to the paramount importance of intellectual culture, may feel inclined to impeach it as giving too much importance to physical training, to the disparagement or neglect of mental cultivation. But when we call over the bright muster-roll of poets, states-

men, orators, and historians, which both of these nations produced, we must pause before we condemn the system of education which can point to such splendid results.

"FIRST REMEDY FOR THE EVIL.—Having dwelt so fully upon the grounds upon which Mr. Chadwick, and other educational reformers following in his track, have impeached the modern system of education, it is almost unnecessary to say that the remedies for the evil of which they complain are two-fold.

"1st, A reduction to the proper limits of the time set apart in schools for book-instruction: and, 2d, Systematic physical training of the children; including in that training, for the male portion of the school population, naval or military drill, or both.

"The extent to which the time usually devoted in schools to book-instruction may be advantageously reduced is a question of detail which can not probably be conclusively established until the half-time system has been submitted for a few more years to the test of actual experience. Mr. Chadwick, indeed, asserts, and the testimony of the able and intelligent witnesses examined by him fully bear out the assertion, that the ordinary school hours may be reduced one-half, without in the slightest degree diminishing the amount of book-instruction acquired by the pupil in a given time.

"LIMIT OF A PUPIL'S ATTENTION.—Without, however, attempting, here, to fix with mathematical nicety the precise number of hours during which book-instruction may be profitably carried on in schools, it may, at least, be laid down as an axiom that such instruction ceases to be profitable, and should, therefore, be given up, when the pupil is no longer able to give his entire attention to what is taught. The instant the pupil becomes fatigued and tired, the instant he loses the power of *bright voluntary attention* (as one of the witnesses aptly calls it), it is time to stop the lesson. Every thing done after that is either unprofitable or hurtful, or both. If a boy makes an extraordinary effort to keep his attention fixed on the subject before him when his capacity of voluntary attention is exhausted, the mental effort is injurious. If, on the other hand, the boy merely makes believe that he is attending to his lesson when his thoughts are on his marbles or his tops, he is acquiring a dishonest *moral* habit, that of pretending to do what he is not doing; a fatal *mental* habit, too likely to cling to him through life, of looking at a book without thinking of what he is reading, a habit of dawdling over work; a habit the very opposite to that which is so invaluable in real life, that of doing earnestly the business of the moment; of thinking of it and nothing else for the time, in obedience to the teaching of the golden maxim 'whatever thy hand findeth to do, do it with thy might.'

"MISTAKEN VIEWS OF EDUCATION.—I can not, however, refrain from alluding, in passing, to the very narrow and mistaken view which many persons take of education. Physical education they wholly ignore, and of intellectual education they take a very one-sided view. With them intellectual education means nothing more than imparting to the child a certain amount of knowledge, and they gauge the value of education by the quantity of information acquired in a given time. Whereas the aim and object of education should be, as the word itself might teach us, to secure the healthy growth and development of the whole man—of all his powers and faculties, physical, moral, and in-

tellectual. The value even of the intellectual training which a boy receives at school or college is not to be tested solely or chiefly by the amount of knowledge he has acquired, the number of dates or facts he may have learned; but rather by the mental discipline he has undergone, the mental power and force he has acquired, the intellectual tastes and habits he has formed; not by the information he has stored up, but by his thirst for information, his power of grasping facts, his faculty of judging rightly; not, in fact, by what he has done, but what he has the power and the will to do; not by what he is *in esse*, but what he is *in posse*. The mistake to which I have referred, as to the objects of education, has led to the 'cramming' or forcing system, which is the bane of modern education. We insist that every body shall know every thing. As one of our most delightful modern essayists writes: 'We may in sober seriousness apply to the present age the remark which Sydney Smith, in the fullness of his wisdom and his fun, applied to the master of the Pantologies at Cambridge—'*Science is our forte; omniscience is our foible*'. The advocates for this universal knowledge forget that the mind, as Montaigne says, must be *forged* rather than *furnished*—*fed* rather than *filled*. They forget that, of the mental pabulum which we are forced to take at school, none is of any real use to us but that portion (and it is generally a very homœopathic portion of the whole) which we can digest and assimilate and make to all intents and purposes our own. All the rest is useless, or rather it is worse than useless; because it tends to impair the tone and vigor of the mental faculties, just as an excess of bodily food weakens the digestive organs and impairs the physical health generally.

"SECOND REMEDY FOR THE EVIL.—The second remedy for the evils of the present school system is to be found in a proper course of physical training for the pupil, including in that training (for boys) regular instruction in military or naval drill, or both.

"It is almost needless to say that no system of physical education should supersede that voluntary physical training, those manly outdoor games which are the delight and glory of the school-boy: cricket, foot-ball, prisoner's base, and all such field-games, are, in many respects, the very best possible physical training that a boy can have. But there are many schools where such games can not possibly be resorted to; and what shall we do with these? Establish a system of gymnastics for them? I am quite willing to admit that, when it is impossible to procure other exercises, gymnastics may be used advantageously for boys and girls; but I think there is a tendency nowadays to overrate the value of artificial gymnastic exercises, and to mistake muscular strength for health; and on this point I may quote the words of a recent able writer on physiology:

"Gymnastics certainly encourage the development, and increase the power of certain muscles; and those who exercise their muscles in this way will be so far stronger than others. But it does not *follow* that such persons are *healthier* than those who take ordinary exercise. It is a remark as old as the time of Hippocrates, that men who practice gymnastics are in a dangerous state of health. They may increase the power of their muscular system; but, if they do so, it is at the expense of the rest of the body; and it was remarked of old that the athletes, and others who practiced gymnastic exercises, were subject to violent disorders, and seldom long-lived.

"It is difficult to prevent boys from taking too much exercise. During the period of growth great fatigue injures the general health.

But even when gymnastic exercises are so managed as to avoid this inconvenience, and when they succeed in imparting to the boy an extraordinary degree of muscular development, I am perfectly convinced that the natural adjustment of the functions is thus prevented; for, however well fitted the frame of youth may be for feats of agility, nature has not adapted it for strength, the attainment of which she defers until the period of growth is passed; and, consequently, her plans are deranged when muscular strength is artificially and prematurely obtained.*

"But admitting, as I am ready to do, that gymnastics, *under proper regulations*, may be made useful for the bodily training of youth, for teaching boys the proper use of their hands and limbs generally, a matter of no slight importance; yet it would be found costly and difficult to introduce systematized gymnastics into the schools of the poorer classes; their usefulness would terminate in the physical benefits derived from them; their intellectual and moral effects would be nil.

"To occupy a portion of the time taken from book-instruction. Mr. Chadwick therefore advocates the introduction of regular military or naval drill, as affording, under every aspect, the best kind of physical training for the scholars.

"EVIDENCE IN FAVOR OF THE PLAN SUGGESTED.—The paper which was submitted by Mr. Chadwick to the commissioners contains the evidence of a number of intelligent witnesses, principally school-teachers and military men, most of whom speak as to the results produced in schools where the half-time system, accompanied by military and naval drill, had actually been tried. That evidence Mr. Chadwick triumphantly appeals to as establishing conclusively the great value of military drill, whether regarded with reference to—1st, The present welfare of the individual pupil; or, 2d, The interests of the nation.

"As to the first head, he holds that the evidence shows that the new system is attended with the following sanitary, moral and economical benefits to the individual pupil. We quote Mr. Chadwick's words:

"1. **SANITARY.**—That the drill is good (and for defective constitutions requisite) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

"2. **MORAL.**—That the systematized drill gives an early initiation to all that is implied in the term discipline, viz., duty, order, obedience to command, self-restraint, punctuality, and patience.

"3. **ECONOMICAL.**—That it is proved, when properly conducted, by supplying the joints, rendering the action prompt as well as easy, by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers or as foremen in after life.

"**MENTAL GAIN.**—As to mental gain, Mr. Chadwick clearly brings out this point. 'A boy,' he says, 'who has acquired the same amount of knowledge in one half the time of another boy, must have obtained a proportionately superior habit of *mental activity*.' And this is found

*Graves's "Studies in Physiology and Medicine," p. 183.

practically to be the case; the employers of labor giving the preference to 'short-timers' as against 'long-timers' wherever they can make the choice.

"INFLUENCE ON THE DISCIPLINE OF SCHOOLS.—We have not noticed, hitherto, the influence of the new system upon the *morale* and discipline of schools. On this head there is a singular unanimity among the masters of the schools where the experiment has been tried. They all consider the drill as an invaluable help to them in enforcing the ordinary school discipline. And they ascribe the usefulness of drill in this particular to the habits of order, punctuality, of prompt, unquestioning obedience, and of respect for their superiors, which the boys necessarily acquire during their lesson in drill. Indeed, several instances are adduced by Mr. Chadwick's witnesses where the military drill having been, from one cause or another, discontinued in a school, the spirit of insubordination became such that the unhappy master was compelled to reestablish the drill in order to restore the discipline of the school. It would be difficult to find a better practical commentary on the moral value of the new system.

"Sir Francis Bond Head gives his opinion on the moral value of drill in very characteristic and forcible language: 'The dull-sounding, but magic little words of command—'Eyes right!' 'Eyes left!' and 'Stand at ease!' 'Attention!' etc., instill into the minds of a lot of little boys the elements, not of war, but of peace. In stead of making them ferocious—to use Mr. Rarey's expression,—these words 'gentle' them. By learning to be subservient not to their own will, but to the will of others, they become fit in every possible department to serve their country.'"

THE CLASSICS.

BULWER tells us, that the Romans were much more sensitive to changes of weather than the natives of northern climes; they even shifted their beds from one side of their apartments to another, according to the season of the year. A very young student will notice the effects of this shivering sensitiveness in the structure of the Latin language. The winds were sharply individualized, and each had its proper name: Eurus, Notus, Auster, and the rest.

He will notice, did I say? He will do no such thing. On the contrary, he will resent any such departure from the object of the lesson—any intimation that the records of a race of beings like ourselves are to be traced in the dead languages. He wishes to read *Virgil*; and he succeeds in reading a thing which bears no close relation to *Virgil's* poems—a stammering, purposeless 'translation' of his own. No wonder that we hear an outcry against the classics! Only, there is a higher order of classical study than that to which school-boys aspire, and which many champions of progress condemn. TILDEN.

THOUGHTS ON TEACHING.

THERE they were, all gathered before me: fifty bright, happy faces, glowing with health and beauty; fifty little hearts, beating joyously to the music of childhood's sweet melodies. Each face wore a different impress of character; each had a different part to play in the great drama of life: yet all were looking forward to gathering only the roses which grow along life's pathway, not yet having learned wholesome lessons from the thorns lying just beyond. In imagination, I saw them grown up to be useful men and women, struggling with the stern realities of life: some to be rewarded in this world, with all that it can give,—riches, honor, and fame; but most of them bearing patiently the cross given them here, in anticipation of the crown awaiting them hereafter. Then, while the conflict is going on, childhood's hour would be forgotten, or remembered as a thirsty man crossing a desert would think of the cool gushing spring, far behind him, where the water flowed so pure and clear, but hopes before him are stronger than the desire to turn back, so he presses onward till the goal is reached. I wondered, as I still looked at them, whether their fresh, innocent faces would ever be seamed with heavy lines of care or dissipation. Who would be the one to fall into temptation, and who the one with God's grace to resist it; who, when the contest was hottest, would give up in despair, and who would remain and win the victory? The responsibility of training their young minds aright seemed resting more heavily upon me than ever before, especially when I thought that early impressions are the most lasting, and many of them receive no religious or moral instruction at home, and certainly their teacher can not be too careful of every word and action.

Our influence extends we know not how far, nor for how long. It is a great work we have undertaken; but let us not shrink from it, but seek strength from on high to enable us to perform it well, so that when we all — teachers and scholars — 'are gathered at that beautiful river which flows by the throne of God', our minds will not be disturbed at the thought of unfinished work and of duty neglected, but we shall enjoy a quiet consciousness of having done all things well, relying on our Heavenly Father for assistance in every duty.

DORA.

At thirty we are trying to cut our name in big letters upon the walls of this tenement of life; twenty years later we have carved it, or shut up our knife.

CHARACTERISTICS OF A GOOD SCHOOL-TEACHER.

NEVER slovenly in his appearance; should keep the school-house and the ground around it always clean and neat. A teacher certainly deserves to be much censured who neglects his duty in this respect. Is it not altogether likely he will be just as negligent in teaching and drilling his pupils? Also, should be free from all disgusting habits, and, if possible, from any deformities of body. Nothing should ever appear in a teacher's dress or manner which would lead his pupils or others to lightly esteem or secretly despise him.

Not austere. Should not make his scholars feel afraid to ask him questions; but, on the contrary, should rather encourage them so to do. Kind and courteous to friends, enemies, parents, children, neighbors, and all. Though politeness costs comparatively nothing, yet it is almost indispensable to a teacher's success. This characteristic will secure the esteem of both the ignorant and the intelligent.

Cautious and sensible; possesses a good knowledge of human nature, especially that of children; knows when to praise and when to censure them; knows how to regulate their passions, affections, ambitions, etc.; and also how to manage the opinions, prejudices, etc., of more elderly persons. Works to obtain the good will of all, for 'a good name is rather to be chosen than great riches'.

At his school either before or exactly at the time; never late, if there are any means of avoiding it. How can a teacher expect his pupils to be punctual when he himself is not on hand to open the school at the proper time.

Always active. While in school, keeping himself and his pupils constantly employed; out of school, employing his time in such a manner as to prove a blessing to himself and others. In small schools there is every temptation to be indolent; but a conscientious teacher will (if the small number of his scholars can not keep him constantly engaged) employ himself in gaining information which will be exclusively for the benefit of those under his charge.

Not only makes good rules, but keeps them. Always conquers difficulties—dishonest boys and girls included. Bears with the children's obtuseness, and is patient in teaching. All teachers need perseverance,—some, however, more than others, on account of the more discouragements they have to contend against. The scantiness of the furnishing of the school-house, the smallness of the number of children who attend, the negligence and indifference of the parents to the interests of education, and the discontentment of others, all tend to discourage them; but a good teacher will surmount these difficulties, and do ALL that he ought to do.

Knowledge equal to, and beyond, what his pupils need to know. A thorough understanding of the branches he is required to teach. Better for him not to attempt to teach any subject which he only partially knows than to fill the young mind with confused ideas which he himself is unable to clear away. Also, should be a diligent and studious reader of good and sound works. Scarcely any person can put vast reading to so useful a purpose as a good practical teacher. Almost every day he can illustrate and explain many things which he would be quite unable to do were he not an extensive reader.

Able to communicate his own knowledge to his pupils, so that they shall clearly understand him. Ability to keep up the attention of the scholars and make them love their studies. Skill to promote ambition in such a way as not to produce jealousy or hatred amongst themselves. Loves ORDER and keeps it. Though he had all the other qualifications, yet if he were not 'apt to teach', he would be unsuccessful as a teacher.

One who has repented of his sins, given his heart to the Savior, believed upon him, and now loves and serves God. A moral teacher is better than a vicious one; a Christian better than either. It is universally allowed that the character and disposition of the man almost entirely depend upon the influence exercised by the parents and teacher upon the child. How potent for good, then, must be the influence of the Christian teacher upon the pupils of his school. His holy example will never be forgotten by them, and who knows but that it may be the means of leading many of them, either in their youth or in after years, to give their hearts to the Savior who wept, and bled, and died for all?

J. S. R., in U. C. Journal of Education.

A M U S E M E N T S .

Not many days ago, we heard a gentleman speaking on the vexed question of amusements, discussing what are innocent and what are not. In his younger days he had been very fond of gayety, and of what are usually considered frivolous amusements. A staid friend was once remonstrating with him upon his course, when he made the usual excuse—"Young people *must* have some relaxation and amusement. What would you have me do?" The old gentleman replied, "Play with children. Unbend and frolic with them as much as you please. It is not only a perfectly *harmless* amusement, but it will do you good in other ways besides the *rest* it will afford, and will be a source of pleasure to the little ones." The young man thought light-

ly of the advice at the time; but since he has come into possession of a home of his own, and three little prattlers gather about him there, he has come fully over to the opinion of his old friend.

We think that any one who is so fortunate as to be in a household where one or two of those little compounds of the angelic and the depraved natures are found will testify that nothing will so soon drive away the clouds that have settled on the brow and in the heart as a genuine romping frolic with those same little beings. No matter whether the gloom comes from the perplexities of business or from the annoyances incident to the school-room, the remedy is a sovereign one. We advise all persons on the lookout for a boarding-place, especially all *teachers*, to take up their abode, if possible, where there is one of those sunbeams, those 'well-springs of joy', a little child, in the house.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

TIME.

TIME has been defined as a *measured* portion of indefinite duration. Days, months, years, and ages, *unmeasured*, are but the elements of *infinite* time, or eternity. Before the ear was created, *there was no sound*. Before the eye was formed, *there was no sight*. Before worlds and systems of worlds were ushered into being, there was neither position nor place. *Infinite* duration and *infinite* extent, coëxistent, dwelt in harmony with the great First Cause. So before the admeasurement of the *eternal moments*, there was no such thing as time. There was no past, no present, no future. There was no succession of events; for all times and all seasons dwelt in the bosom of God. When, by the fiat of the Almighty, the world was hurled into being, and was bid to turn upon its axis to mark the cycles of revolving years, *then* it was that time, *as known to mortals*, had her birth.

Of the *nature* of time or space no one can tell. It is not given us to comprehend its *essence*. Philosophers have speculated *much* concerning this matter, but without arriving at any definite results. The non-existence of either is *unthinkable*. Let the whole universe and all created things, yea, even God himself, be annihilated, *infinite time* and *infinite space* would remain. The monotonous succession of flitting moments would pass along, although they would record no events.

THE DAY.—The invariable standard of the measure of time is the day. It is constituted by the revolution of the earth on its axis. By

the most careful observations for many centuries, it has been ascertained that the diurnal motion of the earth is *perfectly uniform*. Hence we have an *invariable standard measure* of time; and that measure is the *day*. Astronomically speaking, there are two kinds of days: *sidereal* and *solar*. The *sidereal* day is the time occupied in one *complete* revolution of the earth; or the time of the *apparent* passage of a fixed star from one meridian around to the same meridian again. Its length is 23 hours 56 minutes 4.09 seconds. The solar day is the time the sun occupies in passing from one meridian around to the same meridian again. Every *apparent* revolution, the sun moves eastward among the stars about twice its diameter. The fixed stars are then said to gain upon the sun about four minutes every day. Hence the *solar* day is longer than the *sidereal* day. In other words, the earth makes one revolution and $\frac{1}{365}$ part of another *nearly*, each solar day. Hence in one year of 365 days the earth *actually* revolves 366 times.

The solar days are of unequal length. Two causes unite to produce this inequality: the unequal motion of the earth in its orbit, and the inclination of the plane of the Ecliptic to the plane of the Equator. Let a clock be regulated to keep true time: it would agree with the sun only *four* times during the year. Those periods are the 15th of April, the 14th of June, the 1st of September, and the 24th of December. The *rate of going* of the sun is very irregular; some times behind the clock, some times in advance of it. The greatest error is 16 minutes, which occurs on the 3d of November.

WHEN DOES THE DAY BEGIN?—The mean solar day is the same as the civil day. Different nations have selected four periods for its commencement: midnight, midday, sunrise, and sunset. The Babylonians, Persians, and Syrians, commenced their day at sunrise, and reckoned 24 hours to sunrise again. This custom is still followed by the modern Greeks. The ancient Greeks and Jews began their day at sunset, which practice is still followed by the Austrians, Italians, and Chinese. The Arabians began their day at noon. The more ancient Jews, Egyptians, and Romans, began their day at midnight. This custom is followed, at present, by the most enlightened nations of the globe. Hipparchus, who might almost be called the father of Astronomy, and Copernicus began their day at midnight. Commencing the day at sunrise or sunset has nothing to recommend it; for the time would be subject to constant changes, corresponding with the latitude or change of seasons. There seem to be sufficient reasons for the day to begin when the sun is at its lowest culmination, or at midnight.

WHERE DOES THE DAY BEGIN?—This question has *puzzled* scholars, philosophers, and even astronomers; and in the minds of many it is still an unsolved mystery. We will venture to express an opinion upon the subject, although we may fail to give a perfectly satisfactory solution. In the foregoing remarks, we have seen that nations are not

uniform in the commencement of the day. We shall consider the day as established by the more civilized nations.

Let us suppose that it is six o'clock Sabbath morning, and that we start from the meridian of Greenwich and travel westward, keeping pace with the sun. When we have arrived at New Orleans or Saint Louis, we have been six hours on our way. To the people of these cities, it is six o'clock Sunday morning, and the *early risers* are 'doing the chores' preparatory to a proper observance of the day. At Greenwich, it is now noon. We continue our journey. In two hours more we reach San Francisco. To the inhabitants of this city, it is six o'clock Sunday morning; while it is two o'clock P. M. at Greenwich. We do not tarry. A steamer is in waiting, and we cross the Pacific, and find ourselves at early dawn in the city of Jeddo. It is now Monday morning. In our journey, Sunday traveled with us from the meridian of Greenwich to the 180th degree of longitude, and at *that place* Monday commenced. The day begins, therefore, at the 180th degree of longitude, in mid-ocean. It will be observed that this meridian passes through no considerable inhabitable portion of our globe.

One standing upon this line could say, perhaps, *it is Sunday, it is Monday*, at the very same instant of time. Another, standing one foot farther westward, would declare *positively*, if he spoke the truth, *it is now Monday*. A third, standing one foot farther eastward, would affirm that *it is Sunday*.

We are confirmed in the opinion expressed above by the fact that the Astronomical day commences at noon, or when the vernal equinox is on the meridian of Greenwich; while the civil day commences at midnight.

MATHEMATICAL GEOGRAPHY.

I BELIEVE it is a mistake to treat this subject early in a course of Geographical study. Many of our books wrongly put the matter near the beginning: this, however, is not half so mischievous as the loose and immethodical statements and definitions, which the pupil is obliged to *unlearn* when he takes up Geometry or Astronomy.

Let the subject be deferred until the pupil's mind has maturity and discipline enough to learn it rightly,—and then let the teacher, by oral instruction and sufficient illustration, not only teach it according to true mathematical conceptions, but help the pupil to *form* those conceptions,—to *see* what he is talking about, with his 'mind's eye'.

As preliminary work, teach that "A Sphere is a solid bounded by a curved surface every point in which is equally distant from a point within."

"A Circle is a plane bounded by a curve every point in which is equally distant from a point within."

"The curve that bounds a circle is its Circumference."

"Every circumference is divided into 360 equal parts, called Degrees."

"Every section of a sphere made by a plane is a circle."

"Such circles as pass through the centre of a sphere are *great* circles." "All great circles of the same sphere are equal to each other."

"All circles of a sphere not passing through the centre are small circles." "The farther from the centre they pass, the smaller they are." "The small circle cutting off $\frac{1}{3}$ of a radius has a circumference $\frac{1}{2}$ as long as a great circle of the same sphere has."

Let these propositions be thoroughly taught, and the terms 'plane', 'section', 'solid', etc., be mastered, and then we are ready for the following terse definitions, which Astronomy will simply enlarge, and not destroy.

"The Earth's Axis is the line about which it turns daily."

"The Poles are the points where the axis cuts the surface."

"The Equator is a great circle at right angles to the axis."

"Parallels are small circles parallel to the Equator."

"Meridians are great circles passing through the Poles."

"The tropics are parallels $23\frac{1}{2}^{\circ}$ from the Equator."

"The Polar Circles are parallels $23\frac{1}{2}^{\circ}$ from the Poles."

"Latitude is distance north or south from the Equator, measured on the circumference of a meridian."

"Longitude is distance east or west from a given meridian, measured on the circumference of the Equator or a parallel."

Then draw the following inferences:

"The circumference of the Equator is equidistant from the Poles."

"The circumferences of all meridians are equal to that of the Equator: hence, all degrees of Latitude, and degrees of Longitude on the Equator, are equal to each other."

"Parallels diminish toward the Poles: hence their circumferences diminish: hence degrees of Longitude contain less miles as we go from the Equator."

"Degrees of Longitude on the parallel of 60° contain just half as many miles as those on the Equator."

Let these propositions be thoroughly *mastered*, not merely *committed to memory*, and the pupil will know something of Mathematical Geography.

I have, of course, considered the Earth as a *perfect sphere*: this is so near the truth that no sort of notice should be taken of any exception, for the present.

Pupils I have found quite ready enough to learn, and say, that "the Earth is slightly flattened at the Poles." True, it is '*slightly*' flattened: on a globe 10 feet in diameter, a shaving one-fifth of an inch in thickness taken from opposite sides will truthfully express the amount of this flattening.

Yours,

E. C. HEWETT.

Normal, May 9, 1867.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, *Springfield, Ill., July, 1867.* }

SCHOOL VISITATIONS—PER DIEM ACCOUNTS: HOW MADE OUT.

By the 20th section of the Act, County Superintendents of Schools are required to visit all the schools in their respective counties 'at least once each year, and oftener if practicable'. If, in the discharge of this duty, a superintendent calls at a school-house when the school is justly presumed to be in session, it is a visitation of said school, within the meaning of the law, whether he finds the school actually in session or not; and he can not be required, under a strict construction of the law, to visit that school again during the same year. County Superintendents are required to certify and swear to their per diem accounts for services rendered. (Section 71.) It is not customary to require these accounts to be rendered by items, the sworn statement of the officer to the aggregate number of days' service rendered being generally accepted as sufficient. But the competency of county courts and boards of supervisors to demand a statement by items can not be questioned; and such demand, when made, should be promptly complied with by superintendents. Refusal, even if warrantable, would throw a cloud over the correctness of the account, which no superintendent should be willing to allow. A careful and exact record should be kept by each superintendent, in a book provided for the purpose, giving date, place, etc., of all official services rendered, from which an abstract or transcript can be made at any time, which shall be as full and detailed as can ever be required.

PREMIUMS FOR PROFICIENCY IN SCHOLARSHIP.

Directors are not authorized to use any part of any school-fund, or of any funds raised by special tax, or of any surplus district funds, for the purpose of offering premiums or prizes to scholars as an inducement to diligence in study, or as rewards for proficiency in scholarship or excellence of deportment. If such premiums are offered, the expense must be defrayed in some other way. It is also suggested that there are higher and better incentives to assiduity and good conduct in school than the hope of any material rewards.

REIMBURSEMENT OF DISTRICTS FROM WHICH PUPILS ARE TRANSFERRED.

When children attend school in a different district from that in which they reside, the district of their residence is entitled to the full

benefit of the amount accruing upon the attendance certified in the separate schedule of such children. The number of days' attendance certified in the separate schedule is to be added to that certified in the regular schedule of the home district, and apportionment made on the aggregate of both. This is to reimburse the home district for the amount paid the district where the pupils were taught.

The same rule applies when the transferred pupils reside in a different township from that in which they attended school.

PAYMENT OF FORFEITED SCHEDULES.

If a schedule is not filed with the township treasurer in time for the semi-annual distribution of the public funds, the amount of the *public money* to which such schedule would have been entitled is for ever forfeited: no apportionment can ever thereafter be made by the trustees upon that schedule. But if the schedule was kept and made out and certified in due form of law, and if the teacher had a valid certificate of qualifications during the whole time embraced in the schedule, and if the school was conducted in all respects according to law, then the amount due on said schedule may be paid from the special tax funds of the district, or a special district tax may be levied to pay said amount. The forfeiture (all the conditions being as hereinbefore stated) does not apply to the local district tax funds, but only to the funds apportioned by the township trustees.

EVIDENCE OF ELECTION.

In all township and district school elections, the poll-book, with a certificate duly signed by the judges, is a legal and sufficient return of the election. It is not necessary for the ballots to be placed in a sealed envelope and sent to the treasurers, or county superintendents, with the other papers.

CAN NOT BE THE TEACHER OF TWO DIFFERENT SCHOOLS AT THE SAME TIME.

When a teacher is employed by a board of directors to teach their district school, they have an exclusive right to his services for the whole teaching-time of every school-day, and to the undivided control of such services. Hence, a teacher can not legally be in the employ of two different boards of directors at the same time: much less can he at the same time act as principal of a seminary or other private school, and as teacher of a public district school.

IN CASE OF A TIE.

If an election for school trustee or director results in a tie, it must be decided by the judges, by lot, on the day of election (§§ 28 and 42). It is illegal, in such cases, to open the polls again and take another ballot.

LIABLE FOR MONEY PAID ON THEIR ORDER TO TEACHERS HAVING NO CERTIFICATES.

School directors are individually liable for the amount of school-funds paid on their order to a teacher who had no certificate. Their liability is not changed by the fact that a part of the money so drawn was paid to an assistant teacher who had a certificate, if the teacher named in the schedule, and the only one known therein, and the payee of the order, held no certificate.

NEWTON BATEMAN, Supt. Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

COURSES OF STUDY FOR THE ILLINOIS INDUSTRIAL UNIVERSITY.—We have read with attention and gratification the report of the Committee upon Courses of Study, etc., for the Industrial University. It is a document we should be glad to see placed in the hands of every intelligent man in our state. Many have wished to lower the course of study in the University to the level of the academy or high school, and have laid great stress upon the idea of a *practical* education,—meaning by this that no education is practical except that which teaches how to perform manual labor, and supposing that the University must be a place where the farmer and mechanic may each learn his trade. The committee meet this squarely. They say:

As it was not the object of the Industrial Colleges to educate simply the sons of farmers and mechanics, so it was not their design to teach the mere manual arts of agriculture and manufacture. The college course can not replace the apprenticeship in the shop or on the farm; and if it could, a hundred such universities as this could not train to their various trades the future farmers and mechanics of this state. Some practice should, if possible, accompany the scientific study of the several arts; but the aim of this practice must be to insure the thorough comprehension of the principles involved. To teach the millions their trades, however desirable, is beyond our power. To so teach the few who will come and patiently complete their course that they shall be thorough masters of practical science, and able in their turn to teach others, this is the worthy and attainable end of the University.

Man is something more than the artisan, and manhood has duties and interests higher and grander than those of the workshop and the farm. Education must fit for society and citizenship, as well as for science and industry. The educated agriculturist and mechanic will not unfrequently be called to serve in senate-chambers and gubernatorial chairs, and will need an education broader and better than the simple knowledge of his art. Half the public value of a body of educated and scientific agriculturists and mechanicians will be lost if they lack the literary culture which will enable them to communicate, through the press, or by public speech, their knowledge and discoveries; or if they are wanting in that thorough discipline which will make them active and competent investigators and inventors, long after their school-days are over.

We are rejoiced to see such words at this time, for they apply not alone to the university, but to all our institutions of learning, and to our common schools also. The departments and courses of study, as suggested by the committee, show that, while they thus realize the true aim of the University, they are yet alive to the wants of the times, and far from imitating the regular college curriculum. They are as follows:

I. The Agricultural Department — Embracing :

1. The course in Agriculture proper.
2. The course in Horticulture and Landscape Gardening.

II. The Polytechnic Department — Embracing :

1. The course in Mechanical Science and Art.
2. The course in Civil Engineering.
3. The course in Mining and Metallurgy.
4. The course in Architecture and Fine Arts.

III. The Military Department — Embracing :

1. The course in Military Engineering.
2. The course in Military Tactics.

*IV. The Department of Chemistry and Natural Science.**V. The Department of Trade and Commerce.**VI. The Department of General Science and Literature — Embracing :*

1. The course in Mathematics.
2. The course in Natural History, Chemistry, etc.
3. The course in English Language and Literature.
4. The course in Modern Languages and Literature.
5. The course in Ancient Languages and Literature.
6. The course in History and Social Science.
7. The course in Philosophy, Intellectual and Moral.

The expositions of some of the principal courses are excellent. Besides the regular courses, it is recommended that students, under certain restrictions, be admitted to optional courses. Regarding terms of admission, the committee say :

In the better class of public schools there are now taught, not only Grammar, Geography, and Arithmetic, but also Algebra, Geometry, Natural Philosophy, History of the United States, and Human Physiology, and in very many of them the Latin language. All these may properly be prescribed, therefore, as preparatory studies for the University. They are all so elementary in character as to come within the easy comprehension of students under fifteen years of age; they all need to be studied as preparations for mastering the University course; and they may all be successfully taught in public high schools. In the Latin the quality of the scholarship attained, rather than the quantity of reading, may wisely be made the test, and the student should be admitted who can construe readily any passage in Cicero's Select Orations, or Virgil's Georgics and Æneid.

The committee also recommend the adoption of the labor system, as practiced in the Michigan Agricultural College, provided similar conditions can be secured. They also recommend fifteen professorships and four lectureships, though at the outset several may be filled by one person.

It will be thus seen that the Industrial University will be a great aid to our high schools, by making their course of study a definite one, as well as by the stimulus of preparation for the University. It will be, if these plans are carried out, the fitting cope-stone to our great system of free schools, which is becoming yearly dearer to the hearts of the people.

THE MEETING OF COLLEGE PRESIDENTS AND PROFESSORS in Springfield, July 9th, as notified, promises to be one of great interest. The subjects proposed for discussion are such as are claiming the attention of earnest educators, and we hope to see them thoroughly debated. Colleges are not the antagonists of our common schools. Far from it: in their true and legitimate work, they are essential to the highest development of the latter. The difficulty has been with us at the West that, in too many instances, they have performed common-school work, and have thus placed themselves in quasi opposition. But as they take their true position, their merits will be better appreciated, and the higher education which is theirs to give will be more eagerly sought.

STATE INSTITUTE.—We would earnestly urge upon the common-school teachers of the state to make their arrangements to attend the State Institute at Normal in August next. The expense is trifling (being but board and traveling expenses), while the advantages of four weeks' drill under the teachers of our Normal School will be very great. No teacher can afford *not* to be there.

EDITORIAL CORRESPONDENCE.

CHICAGO PRINCIPALS' MEETING.—Mr. Baker, of the Kinzie School, in the chair. Subject for discussion—*Abolition of Corporal Punishment in School.*

Mr. Merriman, of the Skinner School, understood the question as implying not only the abolition of corporal punishment, but also the fear that it will be employed. He assumed it as conceded that it should be used only after other and higher influences had proved ineffective, and, consequently, should never be employed immediately after the commission of the offense. Some delay is generally needed to allow the passions to subside and reason to resume her former sway. It was claimed that most cases for discipline could be successfully managed by the teacher or principal without resorting to force. When moral suasion failed, it was recommended to resort to a temporary suspension, and to send to the parent a written request to appear with the pupil at a specified time before the teacher to settle the difficulty. If the parent refuse to comply with the request, or fail to settle the matter satisfactorily, a notice of a full suspension should be served, and the case referred to the Superintendent or Board of Trustees for final settlement. It was urged that this course would almost invariably result in the reformation of the pupil, as well as in securing the hearty coöperation and approval of the parent. If this system were established, parents would feel the responsibility of their children's conduct at school, and would give them such discipline at home as to prevent the necessity for suspension. As the teacher would not be expected to coerce obedience, he would escape the imputation of cowardice when refusing to employ physical force. Hence all those cases of punishment which are rendered necessary to establish the teacher's reputation for courage would be avoided; and, as there would be no fear of compulsion, the pupil would have no motive to commit an offense to avoid the charge of cowardice from his mates. He urged that there is sufficient moral power in the public sentiment of every school, when properly directed by a skillful teacher, to control all its refractory members, and that success in its use is in proportion to the skill employed.

Corporal punishment, being an appeal to fear, tends to produce cowardice and arouse hatred, which are destructive alike to the moral development of the pupil and the influence of the teacher. The sympathy of the other pupils for the offender is frequently excited, requiring a resort to the same remedy in other cases.

It is apparent, from the tone of public sentiment, that corporal punishment can not be employed to any great extent without producing a sensation in the community highly prejudicial to the teacher employing it. Practically, therefore, we have nothing to gain and much to lose by retaining the right to employ it. Let, then, the useless right be taken away, and with it the responsibility of coercing obedience, and the teacher will soon be clothed with the right to employ other and far more efficient means for maintaining his authority. The judge on the bench would soon lose much of the respect due to his position if, in stead of ordering an arrest for contempt of court, he should attempt to make the arrest himself. As the teacher's position is not less important than that of the judge, he should be clothed with the same authority for maintaining the dignity of his position. The course here recommended may be slow in its operation, but the results will prove its superiority over the present system of compulsion.

Mr. Sabin, of the Newberry School.—The idea of governing by rules alone is absurd. Every government contains an executive power, without whose support the legislative branch becomes an empty form. The existence of such a power, though not often called into exercise, secures a wholesome regard for law. As well attempt to do away with the executive power in national government as to abolish it in the school-room. The theory that so high a moral sentiment can be developed as to do away with prisons is equally irrational. Moral sentiment is determined by the power which secures it. This fact is illustrated by the experience with substitutes in the absence of the regular teacher. If the new government be not rigid, confusion will soon appear in divisions where no other motive than moral restraint has previously secured excellent order. In questions of discipline, the coöperation of parents is a valuable assistance and always desirable; but in general the teacher is a better judge than the parent. To call in the advice of parents is some times to submit the children to unfit and unreasonable punishment, which only excites their fear and terror. Again, by annoying parents with frequent complaints about their children, the teacher some times loses their respect and confidence, and so his moral power is weakened. If school regulations were such that cases requiring severe discipline should be punished by suspension, very many suspensions would take place, and those the cases most needing the instruction and discipline of the school. Corporal punishment in the school-room, if needed, is only a recognition of the idea of coercive obedience to constituted authority, upon which all governments are founded. If the principle of obedience to the constitution and the laws of the government had been practically enforced in the South for the past fifty years, the Rebellion never would have been inaugurated. Corporal punishment is morally right, because taught in the Bible. It is civilly right, because the law recognizes the teacher as acting 'in loco parentis', and there are few parents who do not resort to it in the government of their children at home.

Mr. Cutter, of the Washington School, thought that the teacher should be master of the position without seeking outside influence. The disposition to carry school-room affairs outside tends to magnify small matters and stir up trouble. In his ability, position, and influence, the teacher is above the majority of community, and is therefore better able to judge and act in cases coming under his jurisdiction. In his life and acts he should give dignity to his position, which will command the respect and confidence of his patrons.

Mr. Lane, of the Franklin School.—In society we find diverse and opposite influences at work. One exalts and ennobles, another degrades and belittles. In the elevation of community, the enforcement of law prepares the way for moral influence. Let power be firmly established by force, and then moral influence will rule. Penal laws are made and are chiefly necessary for the uneducated and unenlightened masses. The teachers are the executors of laws which are just as necessary for society at the age of fifteen as statute laws are at the age of thirty. Punishment is only degrading when unjustly inflicted. In nature there is a punishment for every offense. If the child puts his finger in the fire, the punishment is a burn. Sickness is the punishment for violated sanitary law. The fact that pupils are disposed to be rebellious is evidence that moral power has not yet been established, and that force is necessary.

Mr. Broomell, of the Haven School.—Corporal punishment is not incompatible with the law of kindness. As in subduing vicious animals force is used till gentler influences can be brought to operate, so with unruly boys: a pun

ishment will frequently put them in a state of mind suitable for the influence of reason and moral power, when any such approach would otherwise have been entirely futile. In such a case punishment is a real kindness.

S. H. WHITE, Reporting Secretary.

NOTES BY THE WAY.—At railroad crossings they have some times a way of entertaining travelers in a compulsory way that is not always agreeable. To be obliged to wait four or five hours lounging about a depot or a hotel, because the perverse rivalry of railroads prevents the close connection of trains, may be pleasant and profitable to landlords, but it is wearisome and annoying to travelers. How tardily the time passes. The time-piece is in constant requisition. Every few minutes the watch is pulled out for examination, but the slow-moving hands will not hasten their pace. At various and sundry times and places has your correspondent thus been a compulsory guest at railroad-stations and hotels. It is a theory of mine that the refusal of a railroad company to closely connect with the trains of another road is an outcropping of total depravity that should be restrained or punished by legal enactment. I may be wrong, but I can account for such perversity in no other way.

I proposed last month to speak of Decatur and her schools. This city is situated at the junction of the I. C. R. R. and Toledo, Wabash & Quincy R. R. My first visit to Decatur, more than thirty years ago, found it but a small village, with a few scattered houses: now it is a vigorous town of ten thousand inhabitants, with ambitious aspirations to be the capital of the state. It has a thriving trade, possesses considerable enterprise, and has several large manufacturing establishments. Its central position, together with present and prospective railroad connections, give promise of a successful future for this city. It seems to me, however, that the people have had less care for the educational interests than for the material, commercial and manufacturing interests. I will notice three points in regard to the schools of this city: (1.) Their accommodations, which are poor; (2.) Their management, which is good; (3.) The salaries of teachers, which are *fair*.

There are about 1,200 pupils attending the schools, under the instruction of 23 teachers. To accommodate these pupils there are two school-houses each holding 125 scholars, and one house holding 250 scholars. The remaining pupils are distributed around the city in *rented* rooms. The High School is kept in the basement of a church. That this paucity of suitable accommodations is not owing to poverty is evinced by the prodigality with which money can be offered when material interests are to be promoted. A new house is, however, being built, to accommodate 250 pupils, and will be ready at the opening of school in the fall. The plans were furnished by that prince of School Architecture, G. P. Randall, of Chicago. The house will cost, when finished, about \$11,000. There will still remain 350 scholars without suitable school-rooms.

The schools are under the superintendence of Prof. E. A. Gastman, whose faithful, persevering efforts during the last six years have placed them in their present position. Prof. G. is a graduate of the Normal, and his success as a teacher is well defined and marked. To accurate scholarship, and thorough knowledge of the theory and practical details of his profession, he adds the genial gentleman, with but little in his personal appearance to denote the professional pedagogue. He has done and is still doing a good work in Decatur. Whatever there is of order, system, unity, and efficiency, in the public schools

of that city, may be attributed in a large degree to his untiring fidelity to their interests. "Honor to whom honor" is my motto, and it gives me satisfaction to award it to a brother of the 'birch'.

The School Board has exhibited a fair degree of liberality in the payment of salaries. At the election of teachers this spring for the ensuing year, all the old teachers were reelected, and nearly all with an increase of salary. This is in such marked contrast with the parsimonious, unappreciative illiberality of the recent action of the Springfield School Board, that it is worthy of special note and commendation. The salaries paid female teachers range from \$425 to \$600 per annum, the average being nearly \$500. Decatur shows an increasingly just estimate of the self-sacrificing labors of her teachers. Much may be overlooked in the want of adequate accommodations for the pupils in school, if the teachers are properly appreciated and paid. Far better thus, than the sumptuous and ostentatious meanness of providing a palatial edifice for a school and then doling a miserly pittance for support of the school, just sufficient to keep the souls and bodies of teachers together. Verily, there is a wisdom which is great folly, and there is an economy which is wasteful extravagance.

VIATOR.

PERSONAL.

REV. M. B. ANDERSON, D.D., President of Rochester University, recently elected President of Brown University, the position vacated by Dr. Sears, has declined the same, owing to the strong efforts made to retain him in his present situation.

OUR correspondent, H. L. BOLTWOOD, has removed from Griggsville to Princeton, Bureau Co., to take charge of the schools in the latter place. Griggsville has lost and Princeton gained an excellent teacher.

M. V. B. SHATTUCK, well known for some years past as holding prominent positions as a teacher in Illinois, is now Superintendent of the South-Memphis (Tenn.) Public Schools. Mrs. SHATTUCK is Principal of School No. 19 in the same city.

REV. JOSEPH ALDEN, D.D., LL.D., has been appointed President of the State Normal School at Albany, and has entered upon his duties.

MARRIED.—At the residence of the bride's father, in Springfield, April 18th, by Rev. G. W. F. Birch, Miss CAROLINE M. MARBLE and Mr. C. H. POTTS, of Ottumwa, Iowa, Miss Marble has been for some time teaching in the First Ward in Springfield.

—Also, on Tuesday evening, May 7th, at the residence of the bride's father, Mr. N. W. Lee, Miss LAURA ALLEN LEE and Mr. JOHN T. COPPS. Miss Lee graduated from the Springfield High School in the class of 1863, and since then has been a faithful and successful teacher in the public schools of the city. She leaves the profession with the sincere regrets of her associate teachers, and their no less sincere wishes for her future happiness.

RESOLUTIONS ON THE DEATH OF ISAAC N. TODD.—

Whereas, On the 26th ult., an All-wise Providence removed from time to eternity Isaac N. Todd, formerly a student in this University; and, *whereas*, as a student he ever manifested an ardent zeal in the pursuit of knowledge, and as a teacher earnestly devoted all his energies to the cause of common-school education, ever displaying the most amiable qualities in the social circle, and governing his life by high moral principle; therefore,
Resolved, That we recognize in his brief career those qualities which lie at the foundation of all successful teaching, and of all that is noble and manly in character.

Resolved, That, while we deeply lament the loss which his family and the cause of education have sustained in his untimely decease, we shall ever cherish his memory in our hearts, and endeavor to imitate his virtues.

Resolved, That a copy of these resolutions be sent to his aged mother, to the Winchester Democrat Normal Index, and Illinois Teacher.

JAS. S. STEVENSON, CORNELIA VALENTINE, CYRUS W. HODGIN, MARY W. FRENCH, F. A. BELFORD,	} Committee.
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Adopted at a public meeting of teachers and students held in Normal University, May 7, 1867.

PRES. RICHARD EDWARDS, Chairman.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

CHICAGO.—There are in the public schools 317 teachers, whose aggregate salary for the next year is estimated at \$280,000. Plans have been adopted for two more large-sized school-houses, whose erection is to be commenced at once. At a late meeting of the Board of Education, Misses Ellen J. Noble, assistant in the Moseley School, and Bridget A. Kelley, assistant in the Bridgeport School, presented their resignations, which were accepted. The Board made the following appointments: Alice M. Daniels, assistant in the Dearborn School; Marie M. Cummings, assistant in the Jones School; Mary Clarke, assistant in the Kinzie School; Carrie A. de Clercq, Emily L. White, and Ellen M. Lewin, assistants in the Moseley School; Carrie A. Jackson, Clara A. Goffe, Mary H. Smith, and Abbie E. Randall, assistants in the Newberry School; Adelaide Herrick, assistant in the Skinner School; Frances H. Davis, assistant in the Haven School; Lottie M. Hunt, Alice A. Bigelow, Lizzie A. Locke, Mary McDougall, Frances W. Rowland, and Ella J. Vance, assistants in the Walsh-Street School.....At the commencement of the present term the Walsh-Street School was opened, in charge of F. B. Williams, Esq.....The whole number of pupils enrolled for the month of May was 19,443; average number belonging, 17,042; per cent. of attendance, 95.7.....*City Institute*.—At the last session of the Institute, resolutions were passed expressing the feeling of the teachers in view of the recent death of Miss Sophia K. Dow, for a long time efficiently connected with the schools of the city. An essay on 'The Trials of the Teacher' was read by the Superintendent. We hope to favor our readers with some extracts from it. Mrs. Adams, recently from Boston, favored the Institute with readings. 'The Wreck of the Hesperus', 'Death of Minnehaha', and 'Barbara Frietchie', were excellently rendered: the latter with unusual force and fidelity.....*Musical*.—Two hundred and forty-six of the teachers of the city give daily instruction in music to their respective divisions. A large proportion of these are as successful in teaching this branch as the other parts of the course of study. The matter seems to be settled, then, that the common school is the place to begin the study of music.

THE ILLINOIS STATE COLLEGE ASSOCIATION will meet in the City of Springfield, Illinois, on Tuesday, July 9th, 1867, at 8 o'clock P.M. The following subjects have been selected for discussion by the Association, under the arrangements named below: (1) University Reform. (2) Christian Education in our Higher Institutions of Learning. (3) The claims of University Education to Pecuniary Aid from the State. (4) The claims of the Latin and Greek Classics to a place in the College curriculum. (5) Should our sons and daughters be educated, in whole or in part, in the same or separate institutions. President Sturtevant, of Illinois College, has consented to open the discussion of the first topic named above; President Curtis, of Knox, the second; President Allyn, of McKendree the third; and President Fairchild, of Oberlin, O., the fifth. President Weston, of Lombard University, has been invited to discuss the fourth. It is hoped that he will be able to perform the service requested. The Association will be opened with an address by the President, after which the details of the programme will be arranged. After the address on each topic, it will

be open for free discussion. All who expect to become members of the Association are therefore requested to give the subjects named above special consideration, that the discussions may be as thorough and interesting as possible. Such other subjects may be introduced and such business transacted as the Association may desire. There will be a meeting for prayer for the blessing of God, on the Academies, Colleges and Universities of the State, at 3 o'clock P.M., on the day of the convening of the Association. All persons interested in the dissemination of sound principles, in relation to the higher education, are invited to attend the approaching meeting of the Illinois State College Association.

DAVID A. WALLACE, } *Executive Com.*
J. BLANCHARD, }

SPRINGFIELD.—The schools of this city, under the efficient superintendence of A. M. Brooks, Esq., aided by a very superior corps of teachers, are in an excellent condition, and are in many respects equal to any in the country. But there is some danger that the present Board of School Inspectors, in their effort to economize, will overthrow the work of the past few years, by reducing wages to a point so low that teachers can not live upon them, thus forcing the best to resign. This city is one of the most expensive in the state in which to live, and it will be found to be very poor economy to pay low wages and secure the grade of teachers that low wages will command.

DECATUR.—Our friend Gastman writes from Decatur that there will be a few vacancies among the lady teachers the ensuing year. The schools in Decatur are in good condition, and the people are beginning to realize that a good teacher well paid is cheaper than a poor one, even without pay.

LAKE COUNTY.—The teachers of Lake county held their semi-annual institute at Waukegan, commencing Monday, April 8th, and continuing through the week. The exercises were in charge of H. H. Boyce, Esq., the efficient Superintendent of Schools in the county. Mr. W. P. Aylesworth, of Waukegan, was chosen Secretary, and Miss Helen Shepard Assistant Secretary. Exercises were conducted before the institute as follows: in Music, by Wm. Heath, Esq., and Dr. Clarkson; Reading and Elocution, by Prof. J. K. McAfferty, of Racine College; Arithmetic, J. Hutchinson, Esq., Chicago; Grammar, W. P. Aylesworth; Penmanship, J. A. Peasley, Boston; Orthography, Prof. Blanchard, Sycamore. Essays were read by Mr. H. F. Holcomb, on *The Sources of a Nation's Wealth*; by Miss Estelle Smith, on *Reading*; and by W. P. Aylesworth, on *Moral Freedom*. Addresses were delivered by Prof. McAfferty, on *Reading*; by Prof. McCoy, of Chicago, on *Elocution*; and by Supt. Boyce, on *Common Sense in Teaching*. The query-box was made a prominent and very profitable feature of the meetings, drawing out, by means of its questions, many sensible and forcible suggestions of a practical nature. The remarks of Mr. J. H. Rolfe, of Chicago, against Corporal Punishment, are characterized as eloquent and eminently practical. Resolutions were adopted returning thanks to the lecturers and conductors of the institute. The attendance was over 100, which, considering that there are only about one hundred and twenty districts in the county, and that two institutes per year are held, speaks strongly in favor of the enthusiasm of the teachers. No county in the state is blessed with more earnest educational labor than is Lake.

OGLE COUNTY.—We have received a circular issued by the efficient County Superintendent of Schools, E. L. Wells, Esq., which shows that he is not one to fold his hands in inactivity, but is willing to labor to elevate the standard of teaching in his county. Mr. Wells proposes to hold 'teachers' drills' wherever and whenever a sufficient number of teachers manifest a desire for such instruction. We commend his example to other superintendents. If each of these officers would thus initiate a system of institute work, the great problem would seem to be in a fair way of solution. Mr. W. says in his circular—

Whenever a few teachers are desirous of having a Teachers' Drill at any place in the county, let them meet and appoint a committee of arrangement. This committee can draw up a request addressed to me and secure at least twelve names to this request, of persons who intend to teach in the schools of this county within one year of the date of the request. They can secure these names by calling personally upon the respective teachers, or by corresponding with them. When the drill is appointed, notice will be given, so that other teachers who desire may attend. The committee should make arrangements for a session-room, and, if necessary, for heating and lighting the same. The expense for this, if any, will be for the teachers to pay. The teachers will be expected to provide boarding-places for themselves. No other expenses need be made. Text-books will be furnished by me. The session will continue four days, beginning at 9 o'clock A.M. Tuesday, and closing Friday P.M. If the said committee deem best, arrangements can be made for evening lectures, one of which will be

given by the County Superintendent if desired. There are friends of education in and about every community who can be engaged to give evening lectures on such an occasion. The drill exercises will be of the most practical kind—no fancy work, but what the teacher can and ought to use in the school-room every day.

FROM ABROAD.

MAINE.—By a notice in the Maine Normal, we learn that an effort is to be made to resuscitate the State Teachers' Association.....On the 4th of June the commencement exercises of the Normal School took place. The graduating class of the school numbered 32.....The Trustees of the Agricultural College have selected a farm of 375 acres, near Bangor, have procured live stock, begun some experiments, established a brick-yard, and purchased building materials. They propose to erect four buildings for college purposes, and ten cottages for the faculty and student.

NEW HAMPSHIRE.—The old bell which for forty years had summoned the Dartmouth undergraduates to duty became so badly cracked the present spring that it had to be replaced by another. Cast in the new one are the mottoes "*Vox clamantis in deserto*," and "*Ora et labora*."

MASSACHUSETTS.—The School Committee of Springfield have prepared for the State Report a statistical table for the school year 1866-67. We extract its main statements: Number of public schools, 64; number of different scholars—in summer, 3675; in winter, 3218; average attendance—in summer, 2672; in winter, 2540; scholars under five years of age, 23; over fifteen, 356; number of male teachers, 9; female, 90; number of months the schools were kept, 10; average monthly wages of male teachers, \$135; of female teachers, \$39; amount raised by taxation, \$42,950. It is also stated that there are 10 private schools, with an average attendance of 325, which receive annually \$10,000 for tuition.The bust of Edward Everett, by Thomas Ball, which was procured by the surplus statue-fund, has been formally placed in the Boston Public Library. As a work of art it is almost faultless, and represents the features and expression of Mr. Everett with the nicest fidelity. The artist has not selected an occasional expression, nor attempted to idealize his subject, but has caught with wonderful accuracy the kindly and pleasant face which is retained in the memory of thousands.....President Chadbourne, of the State Agricultural College, has started on a journey through the West and South, to fully recover his health, and is expected to return to Amherst in July. In the mean time the college buildings will be rapidly pushed to completion, under the supervision of Prof. W. S. Clark and Levi Stockbridge. The trustees held their quarterly meeting at Boston, June 1st, and accepted the plans presented by Prof. Clark for the plant-house and the botanical museum and lecture-room. The plant-house will be of glass, 200 feet in length and from 25 to 60 feet in width, and will be heated with hot air conveyed to all parts of the building by iron pipes. One-half of the structure will be completed this summer, at a cost of \$10,000, which has been presented to the college by Dr. Nathan Durfee, of Fall River. The botanical museum will be a two-story wooden edifice, with library and lecture-room on the first floor.....The annual report of the trustees of the Oliver-Smith-will fund states its present amount at \$896,746, including the cost of the new building erected at Northampton last summer. The total expenses last year were \$41,610, and the income \$53,150, from the three branches of the fund, contingent, agricultural, and miscellaneous, of which the first now amounts to \$27,589, the second \$57,723, and the last \$471,710, nearly all being invested in state, city and government stocks. Twenty-two indigent boys have been apprenticed during the year, loans to the amount of \$11,500 made to 23 apprentices who have attained their majority within the same time, and notes to the amount of \$5,000 surrendered to former apprentices. Sixteen indigent female children have been apprenticed, and eleven of those formerly apprenticed have married during the same time and received the marriage portions of \$300 each. Indigent widows have received \$9,250, and 54 indigent young women have received marriage portions of \$50 each. The trustees speak of the continually-increasing applications for assistance under this last provision of the will, many of which come from families of more than average pecuniary ability and prosperity. In consequence of the recent abolition of the usury laws, the board propose to adopt 7 per cent. as their rate of interest for loans hereafter.....Northampton has secured as its first superintendent of

schools, in accordance with the recent vote of the town, John P. Averill, of Boston, formerly master of the Chapman School in that city. He resigned his position about a year ago, and has since been engaged in cotton-raising in the South.....A Latin senior scholarship has been established at Amherst College, with an endowment of \$2,000, by John Beatram, of Salem. The annual income of the fund, \$140, will be given to the member of the senior class who makes the greatest improvement in the Latin studies of the course, including the elective, and will be awarded first to the class of 1871.....The faculty and students of Amherst College have contributed \$148 to the fund for the relief of the destitute southerners.....The Yale University crew has challenged the Harvard crew to row the next college regatta on Lake Quinsigamond, at Worcester, on Friday, July 19, a week earlier than last year, and the challenge has been accepted. A. P. Loring, who pulled second oar in the last race, is the stroke of the Harvard boat this year. The Harvard freshmen have also accepted a challenge from the Yale freshmen, and a contest between these crews will take place immediately after the University race. The Harvard scientific crew is also reported to be in readiness for a challenge.

CONNECTICUT.—The antiquated system of boarding around is still practiced in the Hall Hill school-district in Somers, and each scholar is required to furnish his share of firewood. The district has repeatedly refused to support its schools by taxation, and has even saved \$50 out of the stipend allowed it out of the state fund. Many of the children in the district are sent into neighboring towns to school, and sensible people have begun to emigrate from this paradise of old fogies.

RHODE ISLAND.—The salary of the State School Commissioner is \$1200 per annum, and out of this he pays his traveling expenses. In Providence the salaries of female assistants in grammar schools are \$550; of principals of intermediate schools, \$475; assistants, \$425; principals in primary schools, \$425; and of assistants \$350. A writer in the Teacher says that the lowest price at which decent board can be procured is \$5 per week, and proceeds to show that, even at low rates of expenses, a grammar-school teacher would have but \$10 left at the close of the year.....The first public school in the world was established at Newport, by a town vote, in 1640. Hartford had her first public school two years after, and Massachusetts seven.

PENNSYLVANIA.—The enumeration of children in Philadelphia, made by the police, shows the following results: Boys, 70,674; girls, 71,843—total, 142,514. In public schools, 76,419; in private schools, 12,799; in parochial schools, 11,863. At regular employment, 20,902; not at school or employment, 20,534.

IOWA.—The Iowa State Teachers' Association will meet this year at Des Moines, in August.....Rev. Dr. Holmes, of Pittsburg, has recently been inaugurated President of the Iowa Wesleyan University, at Mt. Pleasant.

NOTICES OF BOOKS AND PERIODICALS.

(1) THIS book is chiefly from the pen of Dr. Brewer, of Trinity Hall, Cambridge. In the present edition many changes and additions, adapting it to the improved condition of science, have been made, and some of the redundancies of the English edition have been stricken out. The aim of the work is so happily expressed by the English author, in his preface, that we quote his words. "We see that salt and snow are both white, a rose red, leaves green, and the violet deep purple; but how few persons ever ask the reason why. We know that a flute produces a musical sound, and a cracked bell a discordant one,—that fire is hot, ice cold, and a candle luminous,—that water boils when subjected to heat, and freezes from cold; but when a child looks up into our face and asks 'why?', how many times is it silenced with a frown, or called 'very foolish for asking such silly questions'!"

To the utility of such knowledge as is hinted at in the above the attention of educators is every day more and more awakening. Every year the question of

(1) FAMILIAR SCIENCE; or, *The Scientific Explanation of Common Things*. By R. E. Peterson, Member of the Academy of Natural Sciences, Philadelphia. Philadelphia: Sower, Barnes & Potts.

defects in our system of education comes before educational assemblies and social-science gatherings. The demand is that, without losing any of its discipline, the course of study shall deal more in the facts of common life; that children shall know and appreciate more of things immediately about them, and with which they are intimately related. As a means of exciting interest in study, of awakening thought, and of natural mental development, certainly none better can be devised. As an aid to the teacher in solving the problems presented by familiar things, and as a storehouse for illustration, a book of this character is invaluable. For this purpose we count the addition of Mr. Pepper's *Scientific Amusements for Young People* the best part of the book.

We are sorry that in his revision the author did not farther prune away its mistakes and reconcile its inconsistencies. For instance, the reader is told that 'to collapse' and 'to burst' are synonymous expressions. Again, we are told that as the earth revolves on its axis, "the thin, movable air is left behind, and therefore seems, to a stationary object, to be blowing in the opposite direction to the earth's motion"; and, in another place, "As the earth revolves on its axis from west to east, the air which is carried with it will seem to blow from the west." A book containing so much valuable information, especially one for the instruction of the young, should be clear and reliable in every part.

(2) ONE of the principal questions claiming the attention of the educational public, perhaps the most important, is that of moral and religious instruction in our schools. The school-law prescribes that certain branches shall be taught; the candidate for teaching is examined in these branches; but neither the legislator nor the examiner practically raises moral instruction to a level with any one of the branches named in the law. Moreover, it is a fact not to be evaded that teachers themselves, though they stoutly urge the importance of this instruction, do not give it a tithe of the attention given to those studies. We imagine this state of facts arises largely from difference in facility for instruction. Carefully-prepared text-books, in which the topics of study are systematically arranged, are abundant in one case, while in the other there is little more than earnest conviction and general ideas. The book before us is an attempt to supply a needed want for the school-room, to furnish for the teacher a manual of instruction which his classes can use as they do their histories or other text-books. Our moral obligations are simply stated, and our manifold duties to ourselves, to society, and to God, are presented with a method and clearness which will meet the approval of those who have given the subject its proper attention. Perhaps the chief fault of the work is that its precepts are not sufficiently relieved from being mere general statements of duty, by reasoning and illustration. With most men duty is not always so clear as to carry its own conviction. Argument is often necessary to remove the erroneous notion. It may be, however, that such a course as is suggested would have made the book too cumbersome for its intended purpose. We certainly commend it to the attention of our fellow teachers.

(3) In our school-days, we studied Smith's Grammar. It was our pride, our joy. We put implicit confidence in it, and believed all it contained, *and more too*. No Mussulman ever confided more in the Koran than we in that *wonderful* grammar. We thought, yes, and with seeming self-satisfaction, that nearly all the *law* and the *gospel* were inclosed within the lids of that book. And we verily believe that, if we had found any thing in the Bible in conflict with the rules of Smith, we should have doubted its *inspiration*. How we *parsed*! How we recited the rules and the *exceptions*!

Well, there are not only *many* Smiths in the world, but some *Fewsmiths*. One of the *Fewsmiths* has written a Grammar of the English Language. This work, *we guess*, is as good as any of the works of the *thousand Murray imitators*. Let us examine. "Grammar is the science which treats of the correct use of language—Science means the principles of some branch of knowledge arranged according to a regular system or order—A Noun is a word used as the name of any thing", says *Fewsmith*. John's hat. John's—J-o-h-n, apostrophe and

(2) CHRISTIAN ETHICS; or, *The Science of Duty*. By Joseph Alden, D.D., LL.D., author of *Elements of Intellectual Philosophy*, etc. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. pp. 170.

(3) FEWSMITH'S ENGLISH GRAMMAR. By Wm. Fewsmith, A. M., and Edgar A. Singer. Philadelphia: Sower, Barnes & Fotts.

letter *s*—is a noun because it is a name, says this author. *Query*: What father ever called his boy *John's*? Again, page 90, in the sentence "He claimed the right to defend himself *when* he was attacked", *when* is called a *Conjunctive Adverb*. Is it not more an *Adverbial Conjunction*? *Query*: Is not *who* a *Conjunctive Pronoun*? On the next page, in the sentence "Well, the worst is past," the author calls *well* an *independent Adverb*. According to the definition, it is no Adverb at all. I have thought, some times, that it was a very easy way for a teacher to get along, when he came across a word that he could not parse, to call it an *independent Adverb*.

But I must hasten. *Fewsmith's Grammar* is far better than *Roswell Smith's*. In a word, I mean that it is one of the best Grammars of its kind. s.

(4) A CHEMISTRY suited for classes in our high schools and academies is still a desideratum. One that shall give a clear outline of the subject and a discussion of the more important principles,—especially such as relate to practical use,—that can be well mastered in the time to which teachers are compelled to restrict the study, and at the same time not be jejune and behind the science itself,—is our need. Porter's is not sufficient; Stockhardt is too voluminous and loose, besides the need of revision; Wells attempts too much; while the larger text-books are unsuited for the class of which we speak. Youmans's Chemistry, when first issued, came nearer supplying the want than any other. Without making scientific chemists, it, in the hands of the average teacher, awoke a love for the science, and a comprehension of its relations to the great processes of life, such as no other did. But Prof. Youmans felt the need of revising it and bringing it up to the present state of the science. In doing this, the necessity of introducing one subject after another, and of discussing principles more fully, and especially of bringing his work up to the new theories, has pressed upon him until he has written his book entirely anew, and much enlarged it. It now aspires to the dignity of a college class-book, and has thereby gotten beyond the class for whom we speak. As the Englishman said of the turkey, it is a very inconvenient bird—a little too large for one, and not quite large enough for two, and so say we of the New Chemistry. It is nice, it is up to the times, it is accurate; but it is too full, and it has lost its old familiar illustrations. For those who want such a book, however, this is probably the best. More accurate and clear than Wells, more scientific and compact than Stockhardt, with judicious skipping and reviewing, the teacher may manage in his allotted time to give his pupils a pretty clear and practical view of the present state of the Science of Chemistry. The Chemical Chart by the same author is very valuable.

(5) Goodrich's History of the United States has long been a popular favorite. The distinction between it and another elementary history, at present used in many schools, is well illustrated by an experiment we have lately made. We gave a child as reading-books the two histories, requiring her to tell us something about her reading. The other was soon dropped, as dry and incomprehensible; but Goodrich's was read through with increasing interest. This edition of the work has been revised and brought down to the present time by Wm. H. Seavy, the able Principal of the Girls' High and Normal School of Boston, and is now, we must say, the best school history of our country with which we are acquainted. The text is presented in type of two sizes. The matter in the larger type, by itself, forms a connected history, and may be taken where much time can not be devoted to the study, while that in the smaller type goes more into detail. At the end of each period is given a general view, not only of what was at the time the United States, but of what has since been annexed. At the close of each period is a chronological review, to be studied and committed to memory. Each paragraph either has a heading, or contains the leading words printed either in antique type or in italics. Besides the usual appendices of the constitution, etc., there is a valuable essay on the Manner of Teaching History, by A. P. Stone, of Portland High School. The History is brought down to the passage of the Reconstruction Act and the admission of Nebraska.

(4) YOUNG'S NEW CHEMISTRY. D. Appleton & Co., New York. pp. 453.

(5) HISTORY OF THE UNITED STATES, FOR THE USE OF SCHOOLS. By C. A. Goodrich. Revised by Wm. H. Seavy, with maps, etc. Brewer & Tilton, Boston. Geo. N. Jackson, Western Agent, 148 Lake St., Chicago. Price—wholesale, \$1.25; retail, \$1.75; for introduction, 75 cents.

(6) A VERY serious difficulty in the way of the study of Latin and Greek in our high schools is the great cost of the books necessary for the course of study. Very many are deterred by this, and the evil is increasing. It has seemed to us that this should not be so; but we have looked in vain for cheap editions that were at the same time scholarly and well executed. The publishers propose to issue Virgil, Horace, Cicero, Sallust, etc., on the same plan, and claim the following merits for their editions: (1.) Purity of text; (2.) Judicious arrangement of the notes; (3.) Beauty of mechanical execution; and (4.) The low price at which the volumes are sold. We think their claims are well founded. The volume before us is very neat in mechanical execution, the type is very clear and distinct, and the page not too crowded. The text embraces 180 pages, and the notes 68. The references are to the grammars of Andrews & Stoddard and Harkness. The notes seem to us, on a cursory examination, very good. They neither put cushions under the student's arms at all times, nor leave him to flounder along, as best he may, through the elliptical constructions so abounding in this author. Especially do they avoid the error, some times found, of translating and explaining the easy passages, and leaving the hard ones as exercise for the student's wits. We think any one about to start a class in Cesar will do well to examine this edition carefully.

(7) This book is different from, and properly supplementary to, the ordinary arithmetics. It is rather the application of arithmetic to the purposes of commerce. Without attempting to deal with all the matter usually crowded into such text-books, it gives short and reliable methods of calculations, accurate forms of business papers, with explanations and definitions of the commercial terms—such as cornering, etc. We have long been of the opinion that part of the time usually devoted to the study of arithmetic in our schools would better be employed in the study of practical business, and in acquiring a knowledge of business methods. It has seemed to us that quickness and accuracy of work in the fundamental rules is too often neglected. We should be glad to see such a book as this introduced, as a sequel to our common school arithmetics.

(8) THE works of Horace Mann need no commendation of ours. He is universally acknowledged as standing facile princeps in the noble army of workers in the cause of common-school education. That he was always right, never mistaken, we suppose no friend, however zealous, will claim. But that by his enthusiasm, his fervid eloquence, his untiring industry, he awoke an interest in popular education that was not before felt, pointed out its defects and their remedies so as to compel popular attention, his friends may well claim. His works are essential to every educational library. We have long wished for a collection of his lectures and reports. This wish is gratified in this edition of his works, edited by his widow, and published for her. The first two volumes contain seven lectures upon Education, and his twelve annual reports to the Board of Education; the third volume will contain miscellaneous letters and addresses; the fourth, Anti-slavery letters and speeches. Hon. Henry Barnard says "these Reports and Lectures should find a place in every public and private library." Mrs. Mann presented a memorial to the Legislature of Massachusetts, signed by such men as Charles Sumner, Henry Wilson, B. F. Butler, Geo. B. Emerson, Thomas Hill, Josiah Quincy, and many others, recommending that an appropriation be made to purchase a sufficient number of copies to place a complete set in each town library in the state. The recommendation did not pass, as it was objected that, as other books had been presented in the same way, and they could not appropriate for all, they must refuse all. We are sorry to record such action of Massachusetts in reference to the works of her greatest educator, and trust the request will yet be granted. As the work is published only by subscription, whoever wishes the volumes may inclose the price to Mrs. Mary Mann, Cambridge, Mass., and the books will be forwarded by mail, postage paid. We hope many of our teachers will be able to add these volumes to their professional library.

(6) CESAR'S COMMENTARIES ON THE GALLIC WAR, with explanatory notes by Geo. Stuart, A. M. Sent by mail, post-paid, for \$1.25. Eldredge & Brother, 17 and 19 South-Sixth St., Philadelphia.

(7) THE CRITTENDEN COMMERCIAL ARITHMETIC AND BUSINESS MANUAL. S. H. Crittenden & Co., Philadelphia. \$1.25. Mailed free.

(8) THE WORKS OF HORACE MANN. In 4 volumes 8vo., pp. 570. Price \$3.00 per volume. Published by subscription alone, for the editor, Mrs. Mary Mann.

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COËDUCATION OF THE SEXES.*

BY PRES. FAIRCHILD, OF OBERLIN COLLEGE.

MR. PRESIDENT, AND GENTLEMEN OF THE ASSOCIATION:

The invitation extended to me by your Executive Committee, to share in your deliberations upon this question, was based upon the fact of my connection with a school in which the system of education under discussion has been in operation for many years; and it was intended that I should present the subject in the light of that experience. It seems more fitting to confine myself to arrangements and results at Oberlin, stated descriptively and historically, than to attempt any general discussion of the subject—a work more appropriate to the members of the Association.

That I may speak without restraint upon these matters, it is proper for me to say that I entered the College as a boy at its opening, and served seven years as a pupil before entering upon the responsibilities of a member of its board of instruction. Thus I appear before you as one of the children of the school, and not one of the fathers, and shall not seem to speak of the work of my own hands, as I claim no personal responsibility for the wisdom or folly of the arrangement.

Oberlin College is now in the thirty-fourth year of its life, and from the beginning has embraced among its pupils both young men and young women. The first year it was a high school, with something over a hundred pupils, more than one-third of whom were ladies: not a local school, for the enterprise started in the woods, and one-half of the students at least were from New England and New York. The second year the numbers increased to nearly 300, with theological and college classes in full operation, the ladies being about one-fourth of the whole. In two or three years the numbers reached 500, and maintained that annual average until 1852, when the number was suddenly doubled, and has averaged more than a thousand yearly for the last fifteen years. The proportion of young ladies has not for many years fallen below one-third, nor risen above one-half, except during the war, when the ladies predominated in the ratio of five to four. The last Annual Catalogue gives 655

*An address, delivered at the meeting of College Presidents, held at Springfield, Illinois, July 9th, 1867.

gentlemen and 490 ladies, and this is about the normal proportion. These are young men and women of such ages as the advanced schools of the land generally present.

The town began with the school and has kept pace with it, containing at present from 3,000 to 4,000 inhabitants. At first almost all the accommodations for the students in room and board were furnished by the College. The dormitory system was adopted for both young men and young women, separate halls or buildings being assigned to each,—the ladies' hall being also a boarding-hall, in which seats at table were provided for young men. As the numbers increased and the dwellings in the village were improved and multiplied, the students were to a greater extent provided for among the families, until at present far the greater number are thus furnished with homes. Our present ladies' hall affords rooms for about 100 young ladies, and sittings at table for about 220 boarders. Large boarding-houses are not found; but a majority of families that have room receive a few students. The young ladies find their homes under this arrangement as well as the young men. Some families receive young ladies only; but families are permitted, with suitable arrangements, to receive both classes. The entire female department is under the immediate charge of a lady Principal, and two assistants, and these are occupied, not with teaching to any considerable extent, but with the care and supervision of the young ladies, their classification and general culture. These principals communicate, as occasion may require, with the matrons of the families where the young ladies board. The special discipline of the young ladies is committed to the lady Principal, assisted by a 'Ladies' Board of Managers', composed in general of wives of professors in the college. The advice of the College Faculty is some times taken, but the young ladies do not come before them for special discipline. The regulations of the school for both ladies and gentlemen are intended to be addressed to the good sense and personal responsibility of the pupil. We have no monitors, but each one makes a weekly report of success or failure in the performance of prescribed duties: young ladies boarding in families have their report countersigned by the matron of the house, who is in a degree responsible for the conduct of her charge. The ladies' hall is the headquarters of the female department, where the Principal receives all the ladies for general instruction and for personal advice.

Throughout the literary departments the classes consist of young men and young women, taken indiscriminately, as their studies correspond. The larger numbers of both sexes are found in our Preparatory Department,—a department which embraces, besides those preparing for the regular courses, a large number that study for a more limited time. This department is under the charge of a gentleman Principal, whose strength is expended chiefly upon oversight, classification, and discipline, and an associate Professor of Languages, who gives himself to the teaching of the advanced classes in Latin and Greek. The other classes in this department are taught by successful pupils (gentlemen and ladies) from the higher departments. After the Preparatory Department, we have two courses open to young ladies,—the 'Ladies' Course', and the regular 'College Course'. The Ladies' Course is a course of four years, requiring, as conditions of entering, a good elementary English education, and a year's study of Latin. It embraces all the studies of the regular College Course, omitting all the Greek and most of the Latin, omitting also the Differential and Integral Calculus, and adding lessons in French and Drawing, and

some branch of natural science. Those pursuing this course recite with the college classes in the same studies. Separate classes are organized for the ladies in essay-writing until the commencement of the third year, when they are added to the Junior College Class in this exercise. Their training in this department is limited to reading and writing, none of the ladies having any exercise in speaking. The great majority of our young ladies pursue this course, and it was supposed at the organization of the school that nothing farther would be required for them; but in 1837 four young ladies prepared themselves for the Freshman Class, and were received upon their own petition. Since that time it has been understood that the College Course is open to young ladies, and we have always had more or less in the classes: some times the proportion of ladies to gentlemen in the course has been as high as one to four; at present it is one to ten. We have observed no special tendency to an increase in this proportion; for the last three years there has been a diminution. The ladies in this course are under the same general regulations and discipline as in the other course, and are responsible to the lady Principal. At the termination of their course they receive the regular degree in the Arts. Eighty-four ladies have received this degree, and three hundred and ninety-five have received the diploma of the Ladies' Course.

The Theological Department has never been opened to ladies, as regular members. Two young ladies attended upon all the exercises of the department through a three-years course, and were entered upon the Annual Catalogue as 'resident graduates pursuing the Theological course'. This was nearly twenty years ago, and we have had no applications since. Doubtless the same privileges would be afforded as formerly.

The association of gentlemen and ladies out of the class-room is regulated as experience seems to require. They sit at the same table in families and in the Ladies' Hall. Young gentlemen call on ladies in a social way at the parlors of the Ladies' Hall and of private families, between the hour for tea and half-past seven in the winter, and eight o'clock in the summer. They walk in groups from one class-room to another, as convenience and their sense of propriety may dictate, with the help of a suggestion, if needed, from thoughtful and observing friends. Now and then the young ladies have permission to attend an evening lecture given under the auspices of the College, and in such case to accept the attendance of young men. No such association is permitted in the case of religious meetings. They do not ride or walk together beyond the limits of the village, except on a holiday, under special arrangements. There is no association of the sexes in literary societies, or other voluntary and independent organizations.

It seemed necessary to give this detail of arrangements, that the conditions upon which the solution of the problem has been conducted with us may be fully understood. In speaking of results, I wish to be understood as giving not merely my own individual judgment, but the unanimous opinion, so far as I understand it, of all who have had responsibility in connection with the school. If there has been any diversity of sentiment on the subject, it has been unknown to me. Others might choose different terms in which to express their opinions, but I shall endeavor to make no statement from which I suppose that any one of those that are or have been associated in this work would dissent.

Among the advantages which seem to be involved in the system, as we have observed its operation, are the following:

(1.) Economy of means and forces. The teaching force and other apparatus required in all the higher departments of study is made available to a larger number. In most Western Colleges the higher classes might be doubled without any detriment, and often with great advantage. Scarce any one of these schools has had larger classes than our own, and yet only once or twice have we had occasion to make two divisions in any college class, including the ladies pursuing the same study. In the preparatory department classes must be multiplied on account of numbers; but in the higher departments of instruction, where the chief expense is involved, the expense is no greater on account of the presence of ladies. If a separate establishment were attempted for ladies, affording the same advantages, the outlay in men and means would have to be duplicated; or, as would often happen, the force would have to be divided, and the advantages as well. Of course, if there were obvious disadvantages in the arrangement, the argument from economy would have essentially no weight. We must have the best system of higher education at any necessary cost.

(2.) Convenience to the patrons of the school. It has been a matter of interest with us to note the number of cases in which a brother is accompanied or followed by a sister, or a sister by a brother. I can not give exact statements upon this point; but it is an interesting and prominent feature in our operations. This is most convenient and wholesome; each is safer from the presence of the other; and the inducements to attend school, to the one or the other, are increased by the possibility of having each other's company. The want and tendency in this direction are shown in the fact that in the vicinity of every flourishing college, opened for young men only, a ladies' school, equally flourishing, is almost sure to be established, requiring afterward a good degree of vigilance to keep apart those who have thus naturally come together.

(3.) Another advantage we find in the wholesome incitements to study which the system affords. This is a want in all schools, provided for often by a marking and grading system involving a distribution of honors and prizes. An acknowledged defect in this plan, not to speak of any thing unwholesome in the spirit of rivalry which it induces, is in the fact that it appeals to comparatively few in a class. The honors are few, and the majority soon cease to strive for them. The social influence arising from the constitution of our classes operates continuously and almost equally upon all. Each desires for himself the best standing that he is capable of, and there is never a lack of motive to exertion.

It will be observed, too, that the stimulus is the same in kind as will operate in after life. The young man, going out into the world, does not leave behind him the forces that have helped him on. They are the ordinary forces of society, and require no new habits of thought or action in order to their effective operation. We have introduced a marking system into the recitation-room, pertaining solely to the performance there, and used for the information of teachers and guardians, and the pupil himself: not for the assignment of grade or distribution of honors, or for any publication whatsoever. We rely upon the natural love of a fair standing with teachers and associates as the supplement to the higher motives for exertion, and have not found it a vain reliance.

(4.) Again, the social culture which is incidental to the system is a matter of no small importance. To secure this the student does not need to make any expenditure of time, going out of his way, or leaving his proper work for the pleasure or improvement resulting from society. He finds himself naturally in the midst of it, and he adjusts himself to it instinctively. It influences his manners, his feeling, and his thought. He may be as little conscious of the sources of the influence as of the sunlight or the atmosphere: it will envelope him all the same, saving him from the excessive introversion, the morbid fancies, the moroseness, which some times arise in secluded study, giving him elasticity of spirits, and ease of movement, and refinement of character, not readily attained out of society. It seems desirable that our young men especially should enjoy these advantages during the period of their course of study, while the forces that form character work most efficiently.

(5.) Closely connected with this influence is the tendency to good order which we find in the system. The ease with which the discipline of so large a school is conducted has not ceased to be a matter of wonder to ourselves. One thousand students are gathered from every state in the Union, from every class in society, of every grade of culture,—the great mass of them, indeed, bent on improvement, but numbers sent by anxious friends with the hope that they may be saved or recovered from wayward tendencies. Yet the disorders incident to such gatherings are essentially unknown among us. Our streets are as quiet by day and by night as in any other country-town. There are individual cases of misdemeanor, especially among the newcomers, and now and then one is informed that his probation has been unsatisfactory; but in the regularly-organized classes of the College and Ladies' Departments, numbering from two to four hundred in constant attendance, the exclusions have not on the average exceeded one in five years, and in one instance a period of more than ten years elapsed without a single exclusion from these classes. This result we attribute greatly to the wholesome influence of the system of joint education. The student feels that his standing and character are of grave consequence to him, and he is predisposed to take a manly attitude in reference to the government and regulations of the school. An admonition in the presence of the students assembled in the chapel has always been more dreaded by an offender than a private dismissal. Offenses against propriety that in a body of young men forming a separate community would seem to be trivial change their aspect when the female element is added to the community; and that better view adds greatly to the force of wholesome regulations. From the beginning, the use of tobacco has been prohibited to our students. In the presence of ladies the regulation has a force and significance that could not be otherwise secured, and has been maintained with a good degree of success. College tricks lose their wit and attractiveness in a community thus constituted. They are essentially unknown among us. There are no secret societies, and, so far as I know, there has been no tendency toward them. The relations of the classes to each other are comfortable and desirable. With a sufficient degree of class feeling to give unity and collective force, there is an entire absence of the antagonisms which some times appear in college life. It may be a mistake to attribute this fact in any degree to the social constitution of the school, but it seems to me to be a natural result. The general force of the society controls and limits the clannish tendency. We have had no difficulty in reference to conduct and manners in the college dining-hall. There has been

an entire absence of the irregularities and roughnesses so often complained of in college commons.

(6.) Nor can it be reasonably doubted that the arrangement tends to good order and morality in the town outside of the school. Evils that might be tolerated, in the shape of drinking-saloons and other places of dissipation, if young men only were present, seem intolerable where ladies are gathered with them. The public sentiment requires their suppression. Of course, this influence alone would not be sufficient; but it increases and intensifies the moral forces of the place which withstand their introduction.

(7.) Another manifest advantage is in the relations of the school to the community,—a cordial feeling of good will, and the absence of that antagonism between town and college which in general belongs to the history of universities and colleges. The absence of disorder in the school is the prime condition of this good feeling; but beyond this, the constitution of the school is so similar to that of the community that any conflict is unnatural: the usual occasion seems to be wanting.

(8.) It can hardly be doubted that young people educated under such conditions are kept in harmony with society at large, and are prepared to appreciate the responsibilities of life, and to enter upon its work. They will not lack sympathy with the popular feeling, or an apprehension of the common interests. They are naturally educated in relation with the work of life, and will not require a readjustment. This seems a matter of grave importance, and we can scarcely be mistaken as to the happy results attained. If we are not utterly deceived by our position, our students naturally and readily find their work in the world, because they have been trained in sympathy with the world.

These are among the advantages of the system which have forced themselves upon our attention. The list might be extended and expanded; but you will wish especially to know whether we have not encountered disadvantages and difficulties which more than counterbalance these advantages, and you will properly require me to speak with all frankness upon those difficulties which are commonly apprehended.

(1.) Have young ladies the ability in mental vigor and bodily health to maintain a fair standing in a class with young men? Do they not operate as a check upon the progress of the class, and degrade the standard of scholarship? and do they not break down in health under a pressure which young men can sustain?

To this inquiry I answer, where there has been the same preparatory training, we find no difference in ability to maintain themselves in the recitation-room. Under the circumstances, I shall be excused for referring to my own individual experience, which has been somewhat varied. The first eight years of my work as a teacher was in the department of the Ancient Languages—Latin, Greek, and Hebrew; the next eleven, in Mathematics, abstract and applied; the last eight, in Philosophical and Ethical studies. In all these studies my classes have included young women as well as young men, and I have never observed any difference between them in performance in the recitation. The strong and the weak scholars are equally distributed between the two sexes.

In this statement I do not imply that I see no difference between the normal male and female mind as to taste for particular studies. I have no doubt of the existence of such differences; but they do not appear in the ability as

pupils to comprehend and express the truth. A few days since, on a visit to the University of Michigan, I attended a recitation in Thucydides. So far as could be judged from a single exercise, in which there were many excellent performances, the daughter of the Professor of Greek, the only young lady under the wing of the University, led the class. But it did not strike me as an anomaly; I had often seen such things.

Nor is there any manifest inability on the part of young women to endure the required labor. A breaking-down in health does not appear to be more frequent than with young men. We have not observed a more frequent interruption of study on this account; nor do our statistics show a greater draught upon the vital forces in the case of those who have completed the full college course. Out of eighty-four young ladies who have graduated since 1841, seven have died,—a proportion of one in twelve. Of three hundred and sixty-eight young men who have graduated since that date, thirty-four are dead, or a little more than one in eleven. Of these thirty-four young men, six fell in the war; and leaving those out, the proportion of deaths still remains one to thirteen. Taking the whole number of gentlemen graduates, omitting the Theological Department, we find the proportion of deaths one to nine-and-a-half; of ladies, one to twelve: and this in spite of the lower average expectation of life for women, as indicated in life-insurance tables. The field is, of course, too narrow for perfectly conclusive results; but there is no occasion for special apprehension of failure of health to ladies from study.

(2.) But it is held by many that ladies need a course of study adapted to their nature and their prospective work, and that it must be undesirable to bring them under the same training with young men. The theory of our school has never been that men and women are alike in mental constitution, or that they naturally and properly occupy the same position in the work of life. The education furnished is general, not professional, designed to fit men and women for any position or work to which they may properly be called. Even in the full college curriculum it does not appear that there is any study that would not be helpful in the discipline and furniture of an educated lady. But only a small proportion of young ladies seeking an education will naturally require the full college course. It is not difficult to frame a suitable course parallel with the college course, made up substantially of studies selected from it, and diversified by the addition of the accomplishments supposed to be peculiarly adapted to female culture. Almost every Western College has a Scientific Course, involving these substantial elements. The best schools in the land for the education of ladies alone have the same course. We do not find that any peculiar style of teaching is required to adapt these studies to female culture. The womanly nature will appropriate the material to its own necessities under its own laws. Young men and women sit at the same table and partake of the same food, and we have no apprehension that the vital forces will fail to elaborate from the common material the osseous and fibrous and nervous tissues adapted to each frame and constitution. Except under pressure of great external violence, the female nature asserts itself by virtue of its own inherent laws. No education can make alike those whom God has made as unlike as men and women.

(3.) Yet apprehension is felt and expressed that character will deteriorate on one side or on the other; that young men will become frivolous or effeminate, and young women coarse and masculine. The more prevalent opinion seems

to be that, while the arrangement may be desirable in its effect on young men, it will be damaging to young women. That young men should become trifling or effeminate, lose their manly attributes and character, from proper association with cultivated young women, is antecedently improbable and false in fact. It is the natural atmosphere for the development of the higher qualities of manhood—magnanimity, generosity, true chivalry, earnestness. The animal man is kept subordinate, in the prevalence of these higher qualities. We have found it the surest way to make men of boys and gentlemen of rowdies. It must be a very poor specimen of masculine human nature that is not helped by the association, and a very poor specimen of a woman that does not prove a helper. In my judgment, as the result of experience, the chances are better even for the poor specimen.

But, on the other hand, are not womanly delicacy and refinement of character endangered? Will not the young woman, pursuing her studies with young men, take on their manners and aspirations and aims, and be turned aside from the true ideal of womanly life and character? The thing is scarcely conceivable. The natural response of woman to the exhibition of manly traits is in the correlative qualities of gentleness, delicacy, and grace. It might better be questioned whether the finer shadings of female character can be developed without this natural stimulus. If you would transform a woman into an Amazon or virago, take her apart from well-constituted society, and train her in isolation to a disgust for men, and a rough self-reliance. You will probably fail even thus in your endeavor; but it is the only chance of success.

But it is my duty not to reason, but to speak from the limited historical view assigned me. You would know whether the result with us has been a large accession to the numbers of coarse, 'strong-minded' women, in the offensive sense of the word; and I say, without hesitation, that I do not know of a single instance of such a product as the result of our system of education. It is true that in our 'Triennial' are found the names of three somewhat distinguished lady lecturers, who are some times referred to as belonging to this class. They pursued their studies at Oberlin from four to five years in each case. But, whatever their present position and character may be, I have personal knowledge of the fact that they came to us very mature in thought, with their views of life settled and their own plans and purposes determined and announced. Whatever help in their chosen life they derived from the advantages afforded them, they have never given us any credit for their more advanced views of woman's rights and duties. While avowing a radical dissent from those views, I can not forbear to say that I am happy to number these ladies among my friends, and to express my admiration of much that is noble and womanly in their character, and of their earnest but mistaken philanthropy.

To show that our system of education does not bewilder woman with a vain ambition, or tend to turn her aside from the work which God has impressed upon her entire constitution, I may state that of the eighty-four ladies that have taken the College Course twenty-seven only are unmarried. Of these twenty-seven, *four* died early, and of the remaining twenty-three, twenty are graduates of less than six years' standing. The statistics of the graduates of the Ladies' Course would give essentially the same result. There may be an apparent indelicacy, perhaps, in parading such private domestic facts: but

the importance of the question upon which they bear will vindicate the propriety.

(4.) But this view does not touch the exact point of the difficulty. It is in general admitted that the association of young men and women, under proper conditions, is elevating in stead of degrading, but there is doubt whether bringing them together in a school provides for these proper associations. The wholesome association of the young requires the presence and influence of those who are mature and have experience and a sense of responsibility,—more of the family influence than can be secured in a large school. Is there not danger that young men and young women thus brought together in the critical period of life, when the distinctive social tendencies which draw the sexes toward each other seem to act with greatest intensity, will fail of that necessary regulative force and fall into undesirable and unprofitable relations? Will not such associations result in weak and foolish love affairs, and in such habits of communication and social life as lead to these and grow out of them.

It is not strange that such apprehensions are felt, nor would it be easy to give an *a priori* answer to such difficulties; but, if we may judge from our experience, the difficulties are without foundation. I have no hesitation in expressing the conviction that in the associations of our young people there is as little of this undesirable element as is found in any general society. The danger in this direction results from excited imagination,—from the glowing exaggerations of youthful fancy; and the best remedy is to displace these fancies by every-day facts and realities. The young man shut out from the society of ladies, with the help of the high-wrought representations of life which poets and novelists afford, with only a distant vision of the reality, is the one who is in danger. The women whom he sees are glorified by his fancy, and are wrought into his day-dreams and night-dreams as beings of supernatural loveliness. It would be different if he met them day by day in the recitation-room, in a common encounter with an algebraic problem, or at the table sharing in the common want of bread and butter. There is still room for the fancy to work, but the materials for the picture are more reliable and enduring. Such association does not take all the romance out of life, but it gives as favorable conditions for sensible views and actions upon these delicate questions as can be afforded to human nature.

There is another danger to which the young man is exposed greater even than this of a too high-colored ideal of female character. It is too low an estimate, springing from his own sensual tendencies, and darkened by a dash of misanthropy which is one of the most common experiences of the young. Such an ideal degrades the one who indulges it, and mars his whole conception of life. No greater misfortune can befall a young man than to admit to his heart such a misconception. It can spring up only in an isolated life, apart from the society of the pure and the good. It is good for a young man to face the facts, and let his dreams go, whether light or dark. In the presence of these facts, he will conceive and maintain a genuine respect for women as worthy of his confidence and regard, which will save him from amorous follies on the one side, and from a degrading misanthropy on the other. There may be, here and there, displays of these weaknesses of youth; and where are there not? Among hundreds of the young such weak ones must be found; but if there is any more potent corrective than the public sentiment of

such a company of young people of ordinary good sense, I have not been able to find it.

Of course there is room for the wisdom which comes from experience in regulating the associations of such a school. The danger seems to be in both extremes, of too great strictness and restraint and too great laxity, as in all forms of school discipline. Those who have observed the pressure against restrictions, where there is an attempt to prohibit intercourse, some times imagine that any letting-up would prove fatal to all order and propriety. They would probably be surprised to find that the sense of propriety and self-respect of their pupils would prove a surer reliance than any artificial barriers imposed from without. On the other hand, it is important that the intercourse of the young people be regulated by such restrictions as the good sense of the community will justify,—not minute and arbitrary in an attempt to meet all deficiencies of taste and judgment, and forestall every conceivable impropriety, but comprehensive and suggestive, expanded as occasion may require in familiar and practical suggestions from principal or teacher. It is desirable that the intercourse of the school be easy and natural, not fettered at every step by some restriction. The government of our school would be impossible except as approved and sustained by the great body of the pupils. It would be easy, but extremely unwise, to surrender this stronghold in the endeavor to fortify ourselves by artificial barriers.

The experience of the Friends in this country in the management of their schools is instructive. For many years they have had boarding-schools at the East and the West, to which they sent both their sons and their daughters, but intended to allow no association between them in the schools. They found the undertaking too great. Walls could not be built that would entirely separate them. Within two or three years the policy has been changed and the walls removed, and, as I am informed, with the happiest results. A regulated association becomes easy now which was impossible before.

(5.) But will not the young people form such acquaintances as will result, during their course of study or after they leave school, in matrimonial engagements? Undoubtedly they will; and if this is a fatal objection, the system must be pronounced a failure. The majority of young people form such acquaintances between the ages of sixteen and twenty-four, and these are the years devoted to a course of study. It would be a most unnatural state of things if such acquaintances should not be made in a school where young men and young women are gathered in large numbers; nor is it to be expected that marriage engagements even will not be formed more or less frequently. Now and then it may occur that parties will seem to have left school for the purpose of consummating such an engagement. The reasonable inquiry in the case is, whether such acquaintances and engagements can be made under circumstances more favorable to a wise and considerate adjustment, or more promising of a happy result. Are the circumstances such as naturally to promote hasty and ill-assorted marriages? If the system were to stand or fall by this one test, its friends would have no occasion to apprehend the result.

(6.) But what security is there that positive immoralities may not at times occur, and startling scandals even, that shall shock the community and produce distrust of the system? Of course, such a thing might be; but it would scarce be logical to condemn the system on the ground of such possibilities or even actualities. The only pertinent inquiry is whether such immoralities are the

more natural and frequent product of this than of other systems. Is the moral atmosphere of the best and most approved Eastern colleges perfectly free from every taint of impurity? Is the propriety of the best-ordered and most carefully-guarded female seminary not liable to be broken in upon by a sporadic offense of this character? Such liabilities go every where with fallen human nature; and it has not been shown that the monastic institutions of either ancient or modern times have afforded perfect security upon this point. There may have been a time when one such scandal in a school for joint education would have brought reproach upon the system and overwhelmed it with popular disgust. A generation of successful trial, under a sheltering providence, should have won for it the impartial judgment which is the right of every system.

(7.) But is this method adapted to schools in general, or is the success attained at Oberlin due to peculiar features of the school and of the place, which can rarely be found or reproduced elsewhere? This idea is not an unnatural one, and is somewhat prevalent. It is true, we have been favored with some special advantages. The place and the school were founded together—a Christian enterprise, with a common aim. From the beginning, the great interest of the place has been the school. The religious earnestness in which the enterprise had its birth has been in some good degree maintained, securing a unity of interest and of action very rare in the history of schools and of communities. The habits of the community have in a good degree taken their shape from the necessities of the school, and there is a very general and hearty interest in all that pertains to its welfare. On the other hand, the village has increased until its population numbers nearly 4000—a population gathered from all parts of the country, with a colored element amounting perhaps to one-fifth of the whole, of every grade of culture and of want of culture, not in any proper sense a disturbing element, but precluding that perfect homogeneity of thought and life embraced in the popular idea of Oberlin society. Our students, too, have been so numerous as to preclude the possibility of the close personal supervision attainable in a smaller school; and while we have had occasion to congratulate ourselves on their general character, their earnest endeavors after improvement and usefulness, still they are essentially like the pupils in other schools at the West between the parallels which embrace the New-England emigration, with the addition of the colored element, varying from five to seven per cent. of the whole.

The experiment was commenced, too, by those who had had no experience in such a school, who had to feel their way through the various questions involved in its organization and arrangement. Thus, with the special advantages of our position, there have been some special difficulties.

But the experiment at Oberlin, if the earliest, is by no means the only one. At least a score of schools have sprung up that have adopted essentially the same plan, and I have yet to learn that there has been any other than a uniform result in the convictions of those who have best understood these movements. There are doubtless advantages in entering upon the plan at the organization of a school in stead of introducing it into a college already in existence. The usual style of college life, the traditional customs and habits of action and of thought, are not suited to a school where ladies are gathered as well, and the changes required might occasion difficulty at the outset and peril the experiment. On this point I have no experience; but I have such

confidence in the inherent vitality and adaptability of the system, that I should be entirely willing to see it subjected to this test.

In concluding this statement, permit me to say that I have no special call as an apostle or propagandist of this system of education. The opinions set forth are such as, with my limited experience, I am compelled to cherish, and when called upon, as now, I cheerfully express them.

CHRISTIAN PIETY AND TEACHING.

EVERY school-teacher ought to be a Christian. The school law requires in the teacher a 'good moral character'. This is well. It is a confession that bad men, however gifted and cultured, ought not to be intrusted with the education of children in any way; that they are dangerous to all,—ruinous to the young.

But a good moral character in the eye of the human law may be, and often is, something far inferior to that required by the divine law. Teaching is sacred work. As such, it demands the best principles in the life of him who undertakes to do it. Having to do with immortal mind at the time when it can best be moulded, and sustaining a relation peculiarly favorable to make the most lasting impressions for good or evil, it is of the highest moment that the teacher be one of the best of human beings. It is so for the parents and children: it is so for the teacher himself. "To him that knoweth to do good and doeth it not, to him it is sin." And, though the teacher himself may not *know* how to exert a Christian influence on his school, not being himself a Christian, yet he has *opportunities* for doing it unsurpassed by any one. When Christ shall say "Give an account of thy stewardship," none will have greater responsibilities to answer for than he who has daily been in a position to influence for good the young hearts gathered under his eye in the school-room.

It is not to be expected of him, of course, that he should direct much effort formally to impart religious instruction, unless it forms a part of the school curriculum, or is given outside of school-hours. But there is another way in which he can accomplish this end and do all that any one can. "Actions speak louder than words." Example is better than precept alone. Let the teacher be careful to 'let his light shine', and it will give light to others. Let him exhibit patience, gentleness, goodness, along with firmness in his requirements; let him be cheerful and happy himself, as every one can be who truly holds communion with the 'Great Teacher' Jesus; let him hold up the word of God and the example of the truly good, and especially that of the divine Savior, in every case of reproof or correction; let him make it apparent that he loves his pupils for Christ's sake, and that he desires only their good; and he can not fail of exerting a powerful Christian

influence upon those committed daily to his care. Unconsciously, every one who comes under his instruction will feel the power of his life, that life which 'is hid with Christ in God'.

There is a silent power in such intercourse between teacher and pupil, that can not be overestimated. It fixes itself upon the mind, and can never be eradicated. The writer distinctly remembers the impressions made on his mind, as a child, by the different teachers whose schools he attended. It is doubtless so with all. Those impressions were not the same in the case of each teacher, but varied, as the character or disposition of the teacher varied. But the impressions were all very distinct, very lively, very *operative*. Some teachers are loved, others hated; some are feared, others are despised; and according as they *are*, they make an impression for good or for ill. He who has proved himself a good *learner* at the feet of Jesus will also prove himself a good teacher in that for which Jesus taught. It will make him more conscientious and faithful, too, in the ordinary work of the school. "*Godliness is profitable for all things.*"

" E G Y P T . "

THE 'darkness of Egypt' had long been old in my ears when, a few weeks ago, I accepted the offer of the Board of Instruction to take charge of the Vienna Graded School, and I expected to be placed in a community of rough, ignorant old-fogies — men jealous of the least ray of new light and truth. But I was very agreeably disappointed.

I found the citizens intelligent and enterprising, and, although not so well educated as in some of the towns in the northern part of the state, enthusiastically earnest in their efforts to provide means for their children's education. They have just completed their new school-building. It is a large two-story brick, situated on the highest locality for miles around; and, although it has no useless architectural gingerbread work about it, it is of substantial structure, well arranged, and an ornament to the town. The scholars appreciate their advantages, and manifest a greater interest in their studies than I have seen in any school before. Quite a number of teachers from the country are in attendance, and there is a manifest awakening among the people throughout Johnson county to the cause of education. Efforts are being made to organize a 'Teachers' Institute, and they will certainly meet with success.

They are greatly mistaken who think they will be getting 'out of the world' to come to Southern Illinois. Egypt is looking up. She

is coming out of her darkness. New school-houses are going up every where, efficient teachers are being secured, and the people of every class are zealous in the cause. Mark me when I say that, in a few years, Johnson and the adjacent counties will have public-school facilities not a whit behind any in the northern part of the state.

O. A. H.

“OUR LIVES ARE WHAT WE MAKE THEM.”

AND what shall we make them? Better, we trust, and stronger, for each day given us to enjoy. It is a strange thing that it requires so many years in the lives of most people to get used to, or at all contented with, their own line of march. They do not like it, lying on so low a level, or upon a plane so long unbroken, and they persuade themselves that A, B, or C, occupies just the position which they are best fitted to fill with honor. And thus, in stead of keeping their own lamp steadily burning, they watch those of their neighbors, and think how much better the arrangement would be if *they* stood, not here in the valley, but aloft on yonder mountain or distant watch-tower.

There is an old French proverb that declares not victory but combat to be the happiness of truly noble minds; but we think that were there less of combat against the circumstances of our lives—past, present, and future,—there would be more abiding happiness. It is just as necessary to get used to, yes, and be patient with, one's self as one's neighbors. Why is it that not till almost all the years allotted to man are spent does he begin to realize its value, or in any wise to understand its true significance? Would it not be better to say at once “Lord I accept the gift just as it comes from thy hands; and if it is not to be a great life, it shall surely be a noble, and in its small way a useful one to its Giver”?

When we look around on all we know of humanity, we are startled by the spirit of unrest that clouds the brow and saddens the heart and makes heavy the footstep of those from whom it may be God has withheld some one of his best gifts, and we are reminded of the words uttered by one who has studied this subject in many phases: God help him over whose dead soul in whose living body must be uttered the sad supplication *Requiescat in pace*. Let us, then, accept this world of ours just as it is: not something which we can shuffle at pleasure, but a holy and heaven-bestowed gift, the use of which we *may* have for full three score years and ten, or which the Author thereof may in his good pleasure claim in the early spring-time.

When was ever the little yellow dandelion by the roadside known to complain that it is not a full-blown blushing rose in our gardens? Yet the rose has many advantages of warm soil and tender culture which are denied the dandelion. But as the latter turns up its honest round face to the sunlight, one can almost forgive it for being yellow, in the thought of its sturdy cheerfulness, seeming to say I know I'm very yellow, but my leaves are glossy green, and the sun shines kindly on me here, and there's a cool drop of dew in my heart, if I *am* a yellow dandelion. We think perhaps the noblest lives, and those of most positive good to mankind, are of the dandelion class. When one good is denied, we turn more readily to those left us. Look, for example, at that most patient and lovely character Wm. H. Prescott. How much of his life-work do we not owe to that accident which indeed rendered the outer world a sealed book to him, but revealed hidden treasures from whose full storehouse he has enriched the world. Had it not been for the happy faculty of appropriating to noble use the good that was left to him, how great our loss!

And thus, in the truest and best sense, our lives are what we make them. People do not become great, do not become discoverers or inventors, by trying to be such, but by trying to do in the best possible way what *they have to do*: thus improvements suggest themselves, step by step, till the happy thought comes, not like an elf from the forest, but like an angel on our daily paths. Let our motto be *Ich dien* (I serve), and, after all, it will not matter so much in what capacity as what master we serve.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

THE YEAR.

In the July number of the Teacher something was said of the *Day* as a standard measure of time. In this article we propose to speak of the *Year*.

The revolution of the earth about the sun, or the time occupied by the earth in passing from the equinox around to the same equinox again, is called a *year*. It embraces the interval of the seasons in regular succession. Its length is 365 days 5 hours 48 minutes and 48 seconds—a certain number of *whole* days and a *fraction* of a day. Now, as the *times* of revolution of the earth on its axis and around the sun are *incommensurable*, and the year, *for convenience*, must contain a certain number of *whole* days, it has been a difficult problem to *intercalate* at

proper intervals a sufficient number of days to keep the same seasons to the same months. The reckoning must be such as to bring mid-summer about the 20th of June. If the year is too long, or too short, cold winter will reign in the summer months, and summer in the winter months.

Some of the ancients made the year to consist of 12 synodic revolutions of the moon, or 354 days. To make the proper corrections, a month every three years was added at first; afterward, three months every eighth year; and finally, eight months every nineteen years. This mode of reckoning prevailed among the Jews and Romans. The Egyptians made their year to consist of 365 days. It was divided into 12 months, of 30 days each, at the end of which 5 days more were added. The Romans, at first, adopted the lunar year, as it was fixed by Romulus, who decreed that it should consist of 10 months, or lunations—March being the first and December the tenth. According to this reckoning, the *Romulian* year fell short of the *solar* year 61 days. The High Priest was accustomed to publish tables informing the people when the seasons should begin. After a time, through ignorance or neglect, the *intercalary* days were some times introduced and some times omitted; and the year became quite unsettled.

Numa introduced among the Romans the Luni-solar year, adding to the lunar year, of 354 days, an *intercalary* month, of 22 days, every two years.

Julius Cæsar, by the assistance of Sosigenes, an astronomer of the Alexandrian school, may be said to be the first who, in any respect, was successful in the reformation of the Calendar. His year consists of 365 days and 6 hours. This is called the Julian Year. He decreed that every three years should consist of 365 days each, and the fourth year of 366 days. The latter was called *Bissextile*, or Leap-year, from the circumstance that the sixth of the calends of March, or the 24th of February, was reckoned *twice*.

The Julian year was found to be 10 minutes and 12 seconds *too long*. In process of time this error would reach a *maximum*, and thus the seasons and their corresponding months would be in direct opposition.

Pope Gregory XIII, in 1582, set himself about the correction of the Julian Calendar. Reckoning from the Council of Nice, which was held in the year 325, the error amounted to 10 days. At that time the vernal equinox occurred on the 21st of March: in Pope Gregory's time it occurred on the 11th of March. At the Nicene Council the time for *Easter* was fixed to occur on the first Sunday after the full moon which happened *upon* or *next after* the 21st of March; and if the full moon happened on Sunday, Easter would occur on the Sunday following. Hence we see that the time of the festivals of the Catholic Church was constantly changing. After many years, Easter would be changed from the pleasant and delightful season of Spring to cold and

dreary Winter. To remedy this, Pope Gregory decreed that the 5th of October should be called the 15th, thereby bringing the vernal equinox back again to the 21st of March. To diminish the error of reckoning, he decreed further that *every year, except the centennial years, divisible by 4 shall consist of 366 days; the others, of 365 days: the centennial years divisible by 400 shall consist of 366 days; the other centennial years, of 365 days.* This is called the *Gregorian Calendar*. The error is less than a day for 4,000 years.

Catholic countries made use of the Gregorian Calendar as soon as the reform was instituted. It was not adopted, however, in Protestant countries until the year 1752, when the error amounted to 11 days. It was then ordered that the day following the 2d of September should be called the 14th.

In our next we shall have something to say in regard to the *month*.

[NOTE.—The Algebraic solutions, and other articles requiring some acquaintance with Mathematics, prepared for the July and August numbers of the Teacher we have been compelled to omit, and probably for some time to come we shall publish nothing of this nature. The reason, in brief, is this: Compositors capable of putting such matter in type are not readily obtained in this section of the country, and the publisher has always done the type-setting upon this department of the Teacher himself. For the present other duties engross his time to such an extent as to leave not even the smallest remnant of it for such labor.

N. C. NASON.]

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, *Springfield, Ill., August, 1867.* }

A SECOND BALLOT CAN NOT BE TAKEN AT THE SAME ELECTION.

WHEN, at any election in a school township or district, a ballot is regularly taken and the result announced, said ballot is conclusive and final. Another ballot, at the same meeting, can not be had, either to gratify disappointed and dissatisfied voters, or for any other reason. The moment the balloting is concluded, the powers of the voters, at that election, are exhausted. A second ballot, if taken, would be illegal and void.

SEPARATE SCHEDULES.

When a district lies partly in two different townships, the teacher must keep a separate schedule of the pupils residing in the respective

townships. (Section 53.) When the schedules are completed, it is sufficient if the teacher delivers them to some one of the directors. (Section 53.) The director receiving the schedules is bound, with one other director of the board, to examine, correct and certify them, and to file them with the respective township treasurers (Section 53); and in default, the director, or directors, to whom the schedules were delivered by the teacher, are personally liable for any loss sustained by said teacher. (Section 54.) The liability is not changed by the fact that the directors to whom the schedules were delivered reside in one of the townships out of which the district is formed, while the third resides in the other township, and that said third director was relied upon to file the schedule belonging to his township, but failed to do so. Every school-district is a unit in the eye of the law, regardless of the fact that it may be composed of territory from two or more townships; and the directors receiving the schedules from the teacher must see that both of them are placed in the hands of the respective treasurers within the time fixed by law. They can not throw the responsibility upon the other director.

NEWLY - ORGANIZED TOWNSHIPS.

The forfeiture of school funds for failing to have a six-months school annually does not apply either to newly-organized districts or *townships*. If a township is *first* laid off into school-districts in October, for instance, the County Superintendent should allow said township its due proportion of public funds at the distribution made the following April. This is to enable the several districts of the newly-organized township to commence operations under the law. Thereafter, the claim of the township to participate in the distribution will rest upon its compliance with the six-months rule of the law, the same as others. If, in the case supposed, no district of the township should maintain a six-months school by the 30th of September following, the law in regard to forfeiture would be in full force and effect, and no more funds could be apportioned to said township until it should comply with the conditions of the statute. In case funds should be apportioned to a newly-organized township as above stated, and no district of said township should sustain a six-months school within one year from the organization of said township (the fund remaining, of course, in the hands of the township treasurer), it would be the duty of the County Superintendent to demand, and of the township treasurer to pay over, said funds, to be reëpportioned to the other townships of the county, or to such of them as had complied with the law. Said funds could not be added to the principal of the township fund, nor allowed to remain, idle, in the hands of the treasurer, but should be returned to the superintendent to be redistributed. It is the spirit of the school-law to favor those townships and districts which do their part,

and to impose penalties upon those which do not; and to see that every dollar of the public money is made to contribute to the interests of schools.

WHAT CONSTITUTES A VOTER ON THE QUESTION OF RAISING MONEY.

It is provided in Section 42 of the Act that "no person shall be entitled to vote at any district election, on the question of raising money, unless he shall have resided in the district at least thirty days immediately preceding said election, nor unless he shall have paid a tax in said district the preceding year, or shall have been assessed in such district for the year in which such election is held."

The object of this provision is to protect the actual residents and tax-payers of school-districts from the imposition of unreasonable taxes upon their property by the votes of chance or transient residents, or other irresponsible persons, who may happen to be temporarily in the district, and who have no real or permanent interests in the schools and school affairs of the district. It is important that the meaning of the statute on this point should be clearly understood, so that the benefits of the provision may be realized, while at the same time no injustice is done. I remark, then, that the residence of the voter must be *bona fide*, and, in addition, he must either have been assessed in the district during the year, or he must have paid some public tax in the district within the year next preceding the election. The tax must, of course, be one levied by authority of law; but the statute makes no distinction as to whether said tax was one levied on realty or personalty. Nor is it material whether it was for state, county or municipal purposes; a road tax, or school tax, would be sufficient.

Some have supposed that the word 'assessed' defines and limits the word 'tax' in this clause, restricting the meaning to real and personal property. But it is held that there are no satisfactory grounds for such a restriction. Any tax imposed or levied, and required to be paid, by proper public authority, under the laws of this state, is 'assessed' to all intents and purposes. The payment of an income or revenue tax, or of any other tax imposed by the *national* government, does not, of course, fall within the meaning of the clause, and would not, of itself, constitute the person a voter. It must be a tax paid or levied under some general or municipal law of this state. This clause, being restrictive of the right of citizens to vote, must be construed liberally in their favor.

EXAMINATION FOR STATE CERTIFICATES.

A session of the Illinois State Teachers' Institute, to continue *Four Weeks*, will begin on Monday, August 5, 1867, in the State Normal University, Normal, Illinois. An Examination for State Certificates

will be held at the same place, on Tuesday and Wednesday, August 27 and 28, the last week of the State Institute. Applicants for the State Diploma will be expected to comply with the following conditions:

1. To present satisfactory evidence of good moral character.
2. To have taught, with decided success, not less than three years, at least one of which shall have been in this state.
3. To pass a thorough and critical examination in Orthography, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra, the elements of Plane Geometry, and the Theory and Art of Education.

Applicants will also be expected to evince some elementary knowledge of the Natural Sciences, especially of Botany, Physiology, Zoölogy, and Chemistry, as these are essential to success in the more recent and improved methods of primary instruction. Acquaintance with the school laws of Illinois, or so much at least as relates to the legal rights and duties of teachers, will also be expected.

The examination will be conducted by both the written and oral methods. Written answers will be required to printed questions, a specified time being allowed to each subject; while the applicant's practical teaching power, knowledge of the theory and methods of instruction, etc., will be elicited by oral questions and answers, with demonstrations and illustrations upon the blackboard.

All regular graduates of our State Normal University, who have taught successfully for three years (one in Illinois), will be entitled to the State Diploma without further examination; and the same privilege will be extended to such graduates of other Normal Schools (and to such only) as have passed through an equally extended course of study.

It is the object of the law under which these examinations are held to suitably recognize and honor those experienced and successful teachers who have conferred character and dignity upon the profession in this state, and all such are cordially invited to attend. In authorizing the award of State Diplomas to teachers of superior merit and ability, the legislature simply adopted and carried out the views and wishes of the teachers of the state, as repeatedly expressed and urged by them through the State Association, County Institutes, and other channels of public opinion; and it is hoped that a general disposition may be manifested by the profession to sustain the policy which they have inaugurated, and the legislation which they have secured.

Any one proposing to attend the examination will confer a favor by addressing a line to that effect to the undersigned.

NEWTON BATEMAN, Supt. Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

STATE COLLEGE ASSOCIATION.—We were much interested in the proceedings of the Convention of College Officers lately held in Springfield, of which we give a synopsis in this number. We call especial attention to the address of President Fairchild, of Oberlin, upon the Coeducation of the Sexes. It is a valuable contribution to the literature of the subject, and presents the results of the experiments at Oberlin in a very clear light. We welcome it because it gives only facts and results, not theories; and it is only by the collection of facts and the collation of results that this important question of the coeducation of the sexes in the higher departments of learning is to be finally settled. It is valuable, also, to us as public-school teachers, for there are yet many who object to the mingling of the sexes in education even in common schools, and much more in high schools. It is a distinctively American idea that the sexes may be educated together, and we owe it to ourselves to investigate results carefully. We were very sorry that there was not a fuller and freer discussion of the subject.

All present seemed to be earnest men and zealous laborers in their respective fields, though there was evidently a suspicion of quasi hostility to colleges among common-school men. That there may be such in the minds of some may perhaps be admitted; but we deny that it exists among the leading public-school men of our state. On the contrary, there is a general desire for colleges, as furnishing an incentive to our high schools,—being to them what they are to the grammar and common schools. But it is felt that they must be true colleges, and present a higher culture to the student than can possibly be given in our high schools. There is, besides, a very general feeling of the necessity for a readjustment of the college course, to make it more conformed to the wants of the times. We do not say that this is a proper and just feeling, only that it exists; and college faculties should be aware of it, and give their reasons for continuing their present courses of study in such a manner as to convince the doubting. It must be felt that the college education is of value, else students will not seek it. It seems to us that college presidents and professors have not generally kept up with the times, but that, relying upon their dignity, they have not met the people face to face, and *proved* to them that the culture they give is the higher—that the Calculus, and Greek, and Latin, etc., do give power and accuracy of thought that are worth striving for. This was brought before the meeting, and there was a general determination expressed that hereafter they would attend the State Teachers' Association and Institutes and take part in educational meetings.

The meeting indorsed our little magazine, for which we thank them, and trust we shall hear from them something more than resolutions. We want well-digested short articles upon all topics pertaining to education from them. Thus they will build up their own institutions; for it is only as the masses are educated that the few will seek a higher education.

We give notes of the discussion that followed President Fairchild's lecture only. We have space in this number for only the Secretary's report, but in the next number shall give synopses of the other addresses and of the discussion on each.

SCHOOL ACCOMMODATIONS.—It is a common saying that he who makes two blades of grass to grow where but one grew before is a public benefactor. So he, also, who, intrusted with public interests, expends a dollar so that the greatest possible amount of good is derived from it. To look at the school-houses which are scattered throughout the country is evidence clear that in many instances school economy is not theoretically or practically one of the attainments of the controlling powers. While the splendid structure is evidence of educational zeal and intellectual progress on the part of the people who furnish the funds, it is also oftentimes a splendid monument to the well-intended but misguided ambition of those who expend them.

School-houses are necessary appurtenances to a system of education calculated solely for popular improvement. This being the case, the people have a right to expect that they shall be built for their convenience and profit. Money expended without these two objects continually borne in mind is an illustration of poor economy. The real question is not, necessarily, to furnish the largest amount of room or the most splendid structure with a given amount of money. Sufficient funds might be raised to accomplish these purposes admirably, and the house, when finished, be so far remote from some that they can not attend school during the inclement season, and from others that they can not go at all, while it gathers together larger numbers than are necessary for good classification. Evidently the object would have been better accomplished by building smaller and less pretentious edifices more convenient to the people.

The question arises, then, Where and how should school-houses be built?

In the cities and larger towns of our country the system of schools is graded, the course of study growing more difficult with the increasing years of the pupils. Experience shows that the number of children in the lower grades is greater than in the upper, and that the number gradually diminishes as studies become more advanced. These two facts—gradation of study and falling-off of pupils—should enter prominently into any system of school-accommodations. Wherever, in a certain district, there are enough of small children to form a well-classified school in the lower grades, there the convenience of those children demands that one should be established. And it is greatly to their advantage morally that it should be so. The greatest objection that can be made to our public schools is the corrupting, immoral influence which always exists where large numbers of children are brought promiscuously together, as must be the case in them. The only plea which the friends of the system can urge against this objection is the necessity of the number for the purpose of good classification and efficient instruction. When the number becomes greater than is necessary for this, the plea fails, and the objection becomes more serious than before because of the increased number. What is the economy of making small children go great distances for the sake of being part of a larger crowd and taught in a more splendid edifice, over a teacher's going to them and giving the same instruction in a smaller building under more favorable circumstances?

The smaller children being accommodated near home, the older ones can go greater distances to attend schools of higher grade, the number and size of

which will be determined by the number of children leaving the primary schools. In each case there should be enough for careful gradation into properly-sized classes. From these secondary schools classes can graduate to a still higher and more central school whenever the course of study is extensive enough to justify establishing such an institution.

By the plan here marked out the advantages gained are—convenience of access, better classification, and more thorough instruction. The objections avoided are—irregularity of attendance, injudicious and unnecessary exposure to inclement weather, and depraving moral influences. Considering these important facts, a school-system so established will be found to be the most economical in all the important features of a system, as well as in the amount of money necessary for its support. w.

TEACHERS' STUDIES.—The teacher who is not a student should be an anomaly. There is no profession that so imperatively demands study, and none that affords so much opportunity for it, as the teacher's. True, many who pretend to teach never think of systematic reading or study; but we always find such in the lower ranks of the profession. The mere routinist, having once learned some particular branch that he is required to teach, may go over that in the same way from day to day, and year to year, and fancy himself a teacher, while he is as far from being one as it is possible to conceive. But the true teacher is like a fountain continually springing up from fresh sources. He can not teach even the old and familiar branches without continual study upon each for himself. He investigates the different text-books to find new methods of presenting familiar truths; he pushes his researches farther into the outposts of the sciences; he keeps abreast with the current in the knowledge of what is going on in the literary world; he is hampered by no text-books, for his reading extends over a wider range. Do you say I have no time? Then use your arithmetic, and systematize the twenty-four hours. Allow to sleep eight hours, to school six, to meals one and a half, and there remain eight and a half hours to be divided between exercise, conversation, study, reading, etc.; and this is enough, if rightly used, to accomplish all that is claimed above.

CARLINVILLE.—We lately made a short visit to this place, and found educational matters making great progress. The schools of the city have never been up with the times, while the Blackburn Seminary, with its large fund, has been far behind what it should have been. At last the more enterprising men of the place awoke to a sense of their needs. They have just erected, at an expense of \$40,000, a very large and fine school-edifice, four stories high with basement, giving ten school-rooms and a large hall. The building is of fine proportions, with a French roof. It is erected from the plans and under the superintendence of E. E. Myers, Architect, of Springfield.

Since the commencement of this new school-house, the city seems to have aroused from its lethargy. Property has risen in value, other buildings have been commenced, and the people generally are full of zeal in the cause of schools. The Trustees of the Blackburn Seminary have voted to erect a new building, at a cost of \$20,000.

The School Board and City Council are determined to spare no pains or expense to have a fine school. They offer a large salary to a first-class teacher, and direct him to purchase all the maps, books and apparatus needed. The house is to be fitted with furniture from the well-known firm of Geo. & C. W. Sherwood, of Chicago.

PRODUCTIONS OF THE BRITISH PRESS IN 1866.—At the Paris Exposition the British endeavored to present a copy of every work published during the last year, and succeeded in furnishing 4752 volumes, which may be taken as nearly the number of separate productions of the British press. Of this number, 1007 were prose fiction, 500 poetry, 932 religious, and 657 devoted to education, besides dictionaries and classical works.

BLACKBOARD.—Prof. E. O. Sheldon, of the Training School, Oswego, N. Y., gives the following recipe for blackboard paint, which he says he never saw excelled: 1 gallon alcohol, 1 lb shellac, 2 oz. lampblack, and 2 oz. ivory black. Make the mixture twenty-four hours before using, then strain it through fine muslin, and it is ready for use. Should the alcohol evaporate from standing a long time, more should be added. With new boards a coat of common paint should first be applied, then two coats of this. It can be put upon a smooth, hard-finished wall without paint.

STARK COUNTY.—Superintendent Hall thus writes: "I feel considerably encouraged in regard to educational matters in Stark county. I am organizing normal classes in different sections of the county for an especial drill in the art of teaching."

PERSONAL.

C. C. HUTCHINSON, for the past two years principal of the First-Ward School in Springfield, has removed from the city. Any community in want of an experienced and successful teacher will do well to address Mr. Hutchinson at Freeport, Illinois.

MR. A. J. ANDERSON, for some years past of Newark, Kendall Co., returns to Lexington, McLean Co., the scene of his former labors, to take charge of the public school. He writes that he has a new brick, well finished and furnished. Salary, \$1200. On relinquishing the charge of Fowler Institute, at Newark, Mr. Anderson was made the recipient of an easy-chair, presented by his pupils.

OBITUARIES.—We are pained to announce the death of one of the strongest friends of education whom the state possessed, Hon. WM. H. BROWN, of Chicago. Mr. Brown came to the state when it was yet new, and by the strength of his pen and his personal influence contributed largely to mould its institutions for freedom. As Commissioner of Schools, in the infancy of the city, he, by his careful management, saved from waste the school-fund which now contributes largely to the support of public education. In acknowledgment of the value of his services, the Board of Education named one of the schools in his honor. Throughout his whole life, he was known for his large-hearted benevolence toward numerous charitable and educational institutions, nor did he forget them in his death. He died in Amsterdam, Holland, on the 19th day of June last.

Died, in Chicago, July 12, Rev. BRADFORD Y. AVERILL. Mr. Averill was for several years an earnest and successful teacher in the public schools of the city, which position he left to prepare himself for the higher duties of the ministry. He will be remembered by those who knew him in school as a sympathizing, faithful instructor, and by all with whom he became acquainted as a pure-minded, zealous Christian man.

N O T E S.

DOES THE BORROWER LOAN MONEY?—Not long since, the Chicago Tribune contained the following advertisement: "Wanted,—to loan \$4000 on District School-bonds, payable in five or seven years, at ten per cent. interest. Address," etc. Now, a certain School Director who wanted to borrow just that sum of money for his district, on precisely the terms stated in the advertisement, went forthwith to the advertiser to secure the money. When he arrived, he was somewhat surprised to find that the man had advertised to *borrow* money, and not to *lend* it.

H.

At Oberlin great care is taken to prevent students from using tobacco. During the past term one of the vigilant professors felt quite sure that a member of the Freshman Class was addicted to the profane habit. He quietly requested the young man to remain a moment after the recitation was finished. The following conversation took place:

Prof.—"Mr. Jones, do you use tobacco?"

Student.—"Professor, I am just out. Very sorry, indeed, that I can not accommodate you!"

No further questions were asked.

G.

Lady in Bookstore.—"Have you Whittier's Snow-Bound?"

Clerk.—"We have Whittier's works, madam, but only in one style of binding—blue and gold."

M.

"I TELL you, brother," said a clergyman, canvassing for a denominational college, "this institution will benefit generations *that will never be born!*"

M.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

FIRST ANNUAL MEETING OF THE STATE COLLEGE ASSOCIATION, HELD AT SPRINGFIELD, JULY 9TH, 10TH, 11TH, 1867.—*Tuesday, July 9th, 4 o'clock.*—The Association met, pursuant to announcement, for the annual prayer-meeting, at the First Presbyterian Church. Services were conducted by Rev. Dr. W. S. Curtis, President of Knox College. The session was one of harmony and religious interest, the spirit of Christian fellowship and love prevailing. The services were closed by singing "Blest be the tie that binds," etc., and benediction by Dr. Curtis.

Evening Session.—*Representatives' Hall, 8 o'clock.*—President Wallace in the chair. An address of welcome was delivered by Rev. Mr. Wines, of the First Presbyterian Church, to which all present listened with marked interest. A brief and appropriate response was made by President Wallace. The Association was then favored with the opening address by the President, in which attention was called to the great work before us.

After the reading of the Constitution by the President, on motion, H. C. DeMotte was elected Secretary and Treasurer, to fill the vacancy occasioned by the resignation of Rev. C. H. Fowler. The order of business for the entire session was then read and adopted.

The names of delegates desiring to become members of the Association were called, with the following response: Monmouth College, Monmouth,—Pres. David A. Wallace, Profs. J. C. Hutchison, A. M. Black. Illinois College, Jacksonville,—Pres. J. M. Sturtevant, Prof. E. A. Tanner. Northwestern University,—Prof. L. Kistler. Illinois Wesleyan University,—Pres. O. S. Munsell, Prof.

H. C. DeMotte. Shurtleff College,—Prof. E. C. Mitchel. McKendree College,—Pres. R. Allyn. Knox College,—Pres. W. S. Curtis. Lincoln University,—Pres. A. Freeman, Profs. A. J. McGlumphy, S. Richards. Illinois University,—Pres. B. C. Suesserott, Profs. S. W. Harkey, N. Hodge.

On motion, the present officers were instructed to fill their respective chairs during the present session.

On motion, Dr. Sturtevant was elected Vice-President *pro tem.*, in the absence of Vice-President Blanchard.

On motion, a business committee was appointed, consisting of Messrs. E. A. Tanner, B. C. Suesserott, L. Kistler.

On motion, adjourned with prayer by Dr. Sturtevant.

Second Day, Wednesday—Morning Session, 9 o'clock.—Association met, pursuant to adjournment, and was called to order by Pres. Wallace. Session opened with prayer by Rev. J. W. Butler, of Abingdon College.

Minutes of previous meetings read and approved. Rev. J. W. Butler, President of Abingdon College; Profs. O. Howes and O. L. Castle, of Shurtleff College; and Prof. Springer, of Illinois University, reported for membership.

Business Committee reported that the Superintendent of Public Instruction and the Editor of the Illinois Teacher shall be members of the Association, *ex officio*. Adopted.

On motion, the thanks of the Association were tendered to the C. B. & Q., T. W. & W., and C. A. & St. L. Railroads, for the compliment of reduced or free return passes to members of the Association.

A short time was now spent in miscellaneous remarks upon the cause of Higher Education.

On motion, Dr. Fairchild, President of Oberlin College, was elected an honorary member of the Association.

On motion, all resident ministers were invited to sit with the Association in council and participate in the discussions.

On motion, a committee was appointed, consisting of Drs. Munsell, Sturtevant, and Freeman, to invite the Governor to attend the sessions of the Association and address any words of counsel or encouragement he might deem appropriate.

The Association was then entertained by an address by Dr. Fairchild, upon the Fifth Topic—Should the education of our sons and daughters be accomplished, in whole or in part, in the same or in separate institutions.

Prof. Hutchison, of Monmouth, bore testimony to the accuracy of Pres. Fairchild's statements, and supported his conclusions, speaking as a teacher of a school where the same system is followed.

Pres. Curtis, of Knox, regretted that Pres. Fairchild had no comparative knowledge of other colleges: he had taught only in Oberlin. I have taught several years under each system. Now what is the object of collegiate or higher education? Is it to bring the sexes together under least possible difficulties, or to give each the best culture? Look to history. Where is the best education for the male sex? where for the female? This should have weight. The separate system grew up out of the academy system where the sexes are together, who separate higher up. Scotland abandoned the system. Are there any mixed schools superior to Yale, Harvard, Holyoke? Any mixed in Illinois superior to Rockford and Monticello? The heads of these are not fossils: they are heads in their departments. Who are the presidents, professors, and principals, who have tried both, and are ready to pronounce the separate schools failures? I should differ with Pres. Fairchild on some things. I have taught in Michigan University, Hamilton, and Knox. It is hardly fair to make comparison as to intellectual ability of male and female, they are so *different*. Women are intuitively aesthetic. In some fields of literature we expect superiority of women; but in logic, ratiocination, etc., the male mind is superior and always has been so. It may be said women have not had advantages. If they had the force, they would have made the way. As to health, I have not found one woman in ten *able* to go through college. In society, similar experience. In Knox, young ladies come into the Senior Class. One half break down. Take the old colleges. How many young ladies could go through Yale? Different education is needed for woman and for man. I think so because of different spheres. We educate man for law, medicine, politics, the army, trade, teaching, etc. We do not educate woman for her sphere by the same education as is given to men. We give her only male education, and not female education in the best sense of the term. The case of the young lady in Michigan University is an exception. She is the daughter of a professor who has given her special education. Ladies have better verbal memory than men. Two classes, one of each sex, may recite the same lesson: the young ladies may seem to have the lesson more perfectly. In my own case, I hear ladies and gentlemen in Hamilton's *Metaphysics*. At the close of the year the ladies know little of it, while the young gentlemen know not the words of the book, but have the ideas; and when the young ladies forget the words, the ideas are gone. I think the manners of young men are improved, but the characters of young women deteriorate by school association, which is not like home. There are many bad young men in colleges. Some are sent away from home for reformation, and I think it must be bad for the young women to meet them. It is argued that we must save our sons. Yes! but not at the expense of our daughters. Pres. F. confesses that matrimonial alliances are formed. Now, as a father, would you like your daughter to form alliance with a young man met at school, of

whom you know nothing. I know these engagements are often broken up, to the great distress of parties. The young man goes on improving himself, and the young woman stops short, and the alliance is unfortunate.

Pres. Allyn, of McKendree, said: Dr. Curtis desires experience of both sorts. I object to the term mixed education. It is rather joint. I do not like mixed things generally. I have been teaching 24½ years: 10½ joint education, 6 in separate male schools, 4 in female college, and some years in common schools. I most heartily coincide with the views of Pres. Fairchild. Joint education, in my experience, has been a success; the separate education of females not a success.—I can not work the system. It is not a fair question to ask, Where is the school that gives a joint education equal to Yale? Give Oberlin 200 years, and then ask, Oberlin has done as much as Yale in the work of the world, in comparison to years and numbers. The question Would you like to have your daughter marry? etc., reminds me of the old democratic query and knock-down argument, "Would you like to have your daughter marry a nigger?" One is as easy to answer as the other. The question of joint education should stand on its own merits, not on outside matters. This is the question, Can men and women educate jointly better than men can educate men, and women women? Men are generally made heads of female schools. Rightly: a child needs the training of both man and woman; and so on through the whole course. If the father must make the girl thoughtful and energetic, and the mother make the boy refined, why not so in the school of life? It is not best in joint schools to have but one sex in the faculty: they should be associated. College tricks, etc., have been spoken of. Pres. Fairchild's experience is mine. But this is not wholly owing to the presence of females. It is in part, at least, to abrogation of college dormitories. The difficulties lie—(1) in diverse powers of the sexes; (2) the liability to deterioration of women. The first was met by Pres. F. Nature will take care of itself: each sex will get from Hamilton all that belongs to itself,—the young man reason, the young woman imagination. Examination proves nothing, because the questions were not asked fairly. Women ask women's questions about it. I have seen classes of girls pass good examinations in Hamilton. Man has one kind of logic, woman another.

The hour of adjournment having arrived, further discussion of the question was postponed.

The following resolution was unanimously adopted:

Resolved, That, in honor of the revered and cherished name of Abraham Lincoln, and as recognizing and maintaining the principles of patriotism and truth for which he gave his life, we visit the Tomb of our lamented President this afternoon at 2 o'clock.

On motion, adjourned, with prayer by Dr. Harkey.

Afternoon Session, 3 o'clock.—Pres. Wallace in the chair. Session opened with prayer by Dr. Freeman.

Business Committee reported the following: 1st. That all members of faculties in other states, and all professional men in the place of meeting, when present, shall be considered honorary members of this Association.

2d. That ten minutes be the limit of time allowed to each speaker on debate.

3d. That it be the duty of the Executive Committee to devise a plan, as their judgment may dictate, to bring the claims of higher education and culture more fully before the people during the interim of our annual meetings.

4th. That the Executive Committee of the ensuing year be instructed to publish the proceedings of this Association, including the opening addresses on the various topics and such general discussions as they may deem advisable, in pamphlet form, provided sufficient funds can be raised for that purpose.

5th. That the Chair appoint a Committee on Nomination of Officers of the Association for the ensuing year: said committee to report at the business session on Thursday morning.

6th. That a vote of thanks be tendered Dr. Fairchild for his able address delivered before the Association.

The Chair announced the following Committee on Nominations: Dr. Munsell, Dr. Freeman, Prof. Hutchison.

Bloomington was chosen as the place for the next meeting of the Association.

An address was then delivered by Dr. Allyn upon the Third Topic,—The claims of University Education to pecuniary aid from the state.

General discussion followed, in which Drs. Curtis, Munsell, Harkey, Allyn, Freeman, Wallace, and Prof. Kistler, participated. During the discussion, Rev. D. P. Henderson, of Louisville, Ky., was introduced and invited to take part in the discussion.

The exercises were closed by an adjournment upon time, with prayer by Bro. Henderson.

Evening Session, 8 o'clock.—President Wallace in the chair. Session opened with prayer by Prof. Kistler.

The Association was then addressed by Dr. Sturtevant upon the First Topic,—University Reform.

The general discussion was opened by Dr. Curtis, but, for want of time, was not prolonged.

On motion, adjourned with prayer by Dr. Allyn.

Third Day—Thursday.—Morning Session, 9 o'clock.—Pres. Wallace in the chair. Session opened with prayer by Prof. Suesserott.

Business Committee reported—

1st. That a committee of three be appointed to investigate the facts relating to the joint and separate higher education of the sexes.

2d. A committee on the Relation of the State to Higher Education.

3d. A committee on Course of Study to be recommended for adoption by the preparatory schools and colleges of the state.

4th. A committee on College Comity.

The entire report was adopted.

The Committee on Nominations submitted the following report: The committee to whom was referred the nomination of officers of the Illinois State College Association, would respectfully report the following: For *President*—Rev. O. S. Munsell, D.D.; *Vice-President*—Rev. E. C. Mitchel, D.D.; *Secretary*—Hon. Newton Bateman; *Treasurer*—Rev. B. C. Suesserott, A.M.

Respectfully submitted.

A. FREEMAN, } Majority of
J. C. HUTCHISON, } Committee.

The report was received and adopted by item.

On motion, the present Secretary was added to the Executive Committee for the ensuing year.

On motion, copies of the addresses read before the Association were requested for publication.

On motion, the bill for Dr. Fairchild's traveling expenses (\$20.00) was approved and ordered paid.

On motion, the bill for printing return passes (\$1.50) was approved and ordered paid.

The following resolution was adopted:

Resolved, That we heartily indorse the Illinois Teacher, and will recommend its circulation in the institutions under our care. [Signed] O. S. MUNSELL,
D. A. WALLACE.

After some discussion upon the question of publishing the proceedings of the Association, time was called, and

Dr. Curtis presented an address upon the Second Topic,—Christian Education in our Higher Institutions of Learning.

The address being ended, the following resolution was adopted:

Resolved, That we have heard with great interest the address of Dr. Curtis on the subject of Christian Education in our Higher Institutions of Learning, and his remarks on the method of assigning lessons and giving instruction from the Scriptures of the Old and New Testaments, and return him our sincere thanks.

In the general discussion, remarks were made by Profs. Black and Harkey.

On motion, the order of the day was suspended and the Association proceeded to miscellaneous business.

The following resolutions were adopted:

Resolved, That the afternoon session be in part taken up with a familiar discussion on the method of teaching the Classics. [Signed] BUSINESS COMMITTEE.

Resolved, That we recognize not antagonism, but mutual coöperation, between the common and graded school system of the state, and the colleges as representatives of a higher education. [Signed] O. S. MUNSELL,
A. FREEMAN.

Resolved, That the thanks of this Association be returned to the Hon. Sharon Tyndale, Secretary of State, for the use of this hall, and to the citizens of Springfield for their generous hospitality. [Signed] O. S. MUNSELL,
J. C. HUTCHISON.

The resignation of Hon. Newton Bateman, as Secretary-elect of the Association, having been received and accepted, Prof. A. J. McGlumphy was elected to fill the vacancy.

The President announced the following committees, in accordance with resolutions previously passed:

1st. On Joint and Separate Education—Rev. Dr. E. C. Mitchel, Rev. Dr. R. Allyn, H. C. DeMotte.

2d. On Relation of the State to Higher Education—Rev. Drs. Curtis, Black, and Butler.

3d. On Course of Study—Prof. L. Kistler, Rev. Drs. Burrows and Blanchard.

4th. On College Comity—Rev. Dr. Sturtevant, Prof. B. C. Suesserott, Rev. Dr. Freeman.

On motion, adjourned with prayer by Dr. Sturtevant.

Afternoon Session, 3 o'clock.—President Wallace in the chair.

Session opened with prayer by Prof. McGlumphy.

Minutes of previous session read and approved.

The session being devoted to miscellaneous business, remarks were made relative to the Study of the Classics by Profs. Kistler and Black.

Mr. Baker, Editor of the Teacher, being called for, made some interesting remarks upon the Relation of High Schools and Colleges. Additional remarks were made by Prof. Suesserott, Dr. Freeman, and Dr. Sturtevant.

The following was adopted:

Resolved, That the next annual meeting of the Association be held on the 8th day of July, 1898.

During the closing exercise of final adjournment, Gov. Oglesby was announced, who came forward and addressed words of sympathy, counsel and encouragement to the Association, speaking with earnestness of the great necessity of thorough mental training.

The Association was now adjourned with prayer by Dr. Harkey.

H. C. DeMotte, Sec'y *pro tem*.

STATE NORMAL UNIVERSITY.—From the correspondence of the Chicago Republican we condense the following:

The State Board of Education met June 26th at the Normal University. The Hon. N. Bateman, Superintendent of Public Instruction and Secretary of the Board, was detained at Springfield by unexpected official duties growing out of the meeting of the legislature in extra session. Hon. S. W. Moulton was unanimously reelected President of the Board for the ensuing two years; and Mr. C. W. Holder, of Bloomington, was reelected Treasurer. In the absence of Secretary Bateman, Dr. Goudy was chosen Secretary *pro tem*. On motion of W. H. Wells, Esq., of Chicago, the following resolutions were adopted unanimously:

Resolved, That this Board expresses its hearty sympathy with the Illinois State Teachers' Institute in their efforts to extend the benefits of Normal-School instruction by holding a special session of four weeks, commencing in August next.

Resolved, That the thanks of the Board are tendered to the President and Professors of the State Normal University, for the sacrifice to which they voluntarily subject themselves by devoting so large a portion of their summer vacation gratuitously to the instruction of this special Institute or temporary Normal School.

Resolved, That the free use of the Normal-University Building be tendered to the Institute for the session which is to be held during the approaching vacation of the University.

Several other matters of a miscellaneous character were acted upon. A resolution was passed divorcing the District School of Normal from the Model School of the University. The Model School will be continued, as heretofore, with the privilege of any person to send to it, by paying regular tuition fees. This was a move in the right direction, and will be productive of good results.

The examinations of classes here are always interesting. And, illustrating the régime of the school, under the management of President Edwards, aided by his assistant teachers, they tell a story of careful, faithful culture and discipline, which enlarges rather than narrows the boundaries of the student's thought and mental vision.

[Here follows the programme of commencement exercises, for which we can not find room.]

It was enjoyable to listen to young men and women who so apparently do their own thinking. It disarms criticism when a graduating class give you the crystal of their culture and polish with the individual angles and peculiarities preserved, though brightened. This is what these students did to-day — honoring themselves and their teachers more in the minds of those who listened, than if each had been moulded in the statuesque, icy, unnatural, though refined oratorical mould of an Everett. It was refreshing to see that the fires were not smothered, but controlled—that the hearts were preserved to give vitality to the thoughts, and fervor to the lips, and action to the bodies, of these young men and women. It is the highest praise I can give this University and these teachers to pay such a tribute to the manner in which their pupils, this graduating class, have acquitted themselves to-day.

The address to the graduates, by President Edwards, I think illustrated the spirit which moves the management of this institution, indicating his consciousness of responsibility, and impressing those who listened with the

duties to their *Alma Mater* which are to burden them throughout the coming years, as her children. This class will not forget his last injunctions—the voice of the Normal University. The next term will begin on Monday, September 9th.

ALUMNI ASSOCIATION.—The graduates of the State Normal University held their annual meeting in Philadelphian Hall, on Friday morning, June 28th, 1867. The President, T. J. Burrill, being absent with the Powell Scientific Expedition, Mr. Seybold, of the Class of 1867, was elected President *pro tem*. An Executive Committee, consisting of the President, Miss Ryder, and Mr. ———, was appointed, and instructed to meet during the holidays and arrange a programme for the next meeting. The President was empowered to draw on the Treasurer for the traveling expenses of the committee in attending the winter meeting. The committee were instructed to ask the Board of Education to allow the Association to hold the annual meeting the day preceding Commencement; also, to assign all the exercises of the annual meeting to members of the Association. The Treasurer presented a report, showing a balance in the treasury of thirty-four dollars. The following officers were elected for the coming year: *President*, John W. Cook, of Normal; *Secretary*, E. D. Harris, of Normal; *Treasurer*, E. A. Gastman, of Decatur. Hon. J. M. Gregory, Regent of the Industrial University, delivered an address, which was full of strong thoughts, most happily expressed. W. D. Hall, of Clinton, read a paper entitled *The Old and the New*. Association adjourned to meet in June, 1868.

G. A. E.

INSTITUTES.—State Institute at Normal, August 5th, continuing four weeks. Institute at Sparta, Randolph Co., the last week in August. The Randolph County Normal Institute proposes to unite with the above in convention—Wednesday, Aug. 28th. President Edwards will lecture at Sparta Aug. 30th. Institute at Macomb, McDonough Co., last week in August.

State Teachers' Examination at Normal, August 27th and 28th, as per circular of Superintendent of Public Instruction.

DECATUR, this year, spends nearly \$25000 for new school-houses. She adds five hundred seats to her present school accommodations.

E. A. G.

THE MACON COUNTY Board of Supervisors have just made an appropriation of \$50.00 to aid in defraying the expenses of an Institute to be held this fall.

E. A. G.

[A LARGE amount of news matter, relating to both our own and other states, is deferred for lack of room.—PUBLISHER.]

NOTICES OF BOOKS AND PERIODICALS.

(1) WILLSON'S Readers have been for some years before the public, and their merits and demerits canvassed with much earnestness, and in many cases with bitterness. They have been adopted officially by some states, and seem, if we may rely upon the reports from such states, to be giving satisfaction. They can not, then, be so wholly stupid nor so great failures as has at times been stated. Upon the first appearance of the series we observed this fact, that children were invariably much interested in them, and selected them for private reading. But we never tried them in the class; and all teachers are aware of the vast difference between a private examination and liking of a book and its actual success in the more searching and practical ordeal of the school-room. In the City of New York, where teachers are allowed freedom of choice between various series of readers, Willson's seem in no way less sought after than others, and, by the testimony of distinguished teachers, succeed as well as others in making good elocutionists of the pupils. In California, after some years of trial, the series is still continued, and so in other states. Our readers are well aware of the plan of the series, viz., with the usual reading-

(1) HARPER'S SERIES. *School and Family Readers*. By Marcius Willson. Harper and Bros., New York.

lessons of the schools to impart a knowledge of Natural History, and of Science. While we freely admit that the plan has in it much that seems plausible, and that the execution of the plan is excellent, yet we must say that it is not one that commends itself to us as, on the whole, desirable. It must be premised that, while Mr. Willson presents very much upon the Sciences and Natural History in his readers, he also gives much that is in no way connected with these, and many excellent miscellaneous selections. The peculiarities of the series do not appear at all in the earlier books. The Primer is as good as any, we should judge, being simple and progressive. So of the Spellers—the primary, and the larger. They are good—very much as other books of the kind are. The First and Second Readers are both good books: the Second we especially like. The Third Reader of the old series contains—1st, Stories from the Bible (good); 2d, Moral Lessons (good); 3d, Zoölogy—Quadrumanæ, Carnivora, Ungulata, Rodentia, Marsupalia, Cetacea; 4th, Miscellaneous. The introductory remarks upon Elocution are good—not better nor worse than others. The Natural History seems to us heavy for its purpose. The author seems to be aware of this, for he has issued the Third Intermediate, which contains very good selections and very little Natural History. The Fourth Reader is liable to the same praise and objections, in our mind. The Fourth Intermediate obviates the objections, by giving good selections, and only a little Natural History on insects. The art of Elocution is beyond the age of the persons for whom the book is intended; though, after all, such introductions are more for the teacher than the pupil. The same remarks will apply to the corresponding part of the Fifth Reader, while the dialogue form is our abomination. This book contains, with considerable merely literary matter, (1) Herpetology; (2) Physiology; (3) Botany; (4) Ichthyology; (5) Architecture; (6) Natural Philosophy; (7) Physical Geography; (8) Chemistry; (9) Geology; (10) Ancient History. It will be seen that this presents quite an array of science. Supposing this to be all accurate,—a point which we do not now raise, for, although there are minor faults, the books as a whole are issued with commendable care,—our objections would lie here. We could use and commend the earlier volumes, especially with the addition of the Third and Fourth Intermediate; but it seems to us that *this book* is not suited for the drill of the class-room. It is interesting and valuable as a library-book, and young persons will like to read its accounts of the various departments of Natural Science; but in the class youth of the age presupposed by the grade of this reader must read for training and instruction in the Art of Reading, not for mere information upon general subjects. It does not seem to us that such training can be well given by this work. While it is the full development of the author's plan, it seems to us to prove the plan defective. We are not unmindful, however, of the fact that educators of reputation and experience testify that, upon *trial*, the series is liked. We only give the result as it appears to our mind, after a rather careful examination.

(2) THE publication of the author's system of Wall Maps has every where produced the most favorable impression of his ability as a geographer, and has created an expectation for the series of text-books which was promised to follow them. The first two books of the series are before us; and, if we judge rightly, they are much in advance of other works of the kind. The prominent and peculiar features of these books are—

I. A recognition of different periods of development in the mental growth of children, and a treatment of the subject in a manner to correspond to their mental advancement. In accordance with this idea, the primary book comprises narratives of journeys over different parts of the earth. In these descriptions, the prominent physical features of different countries, and their productions—animal and vegetable, are mentioned as if present, as nearly as possible, to the child's observation. Without actually visiting these countries, the child does the next best thing—visits them in imagination. In reading these pleasant narratives, he learns the facts of a child's geography while scarcely aware that he is studying at all, as children understand the word.

II. The scientific treatment of the subject. Of late years the heterogeneous facts of this study have been studied and classified, important principles and

(2) GUYOT'S GEOGRAPHICAL SERIES. I. *Primary Geography*; II. *Common-School Geography*. By A. Guyot, author of a series of Outline Maps. New York: Charles Scribner & Co. Geo. P. Brown, General Agent, Richmond, Ind.

systems have been derived, and geography can now justly claim a place among the sciences. By such an arrangement in Prof. Guyot's works, the present interest, as well as the permanent value to the student, is greatly increased, to say nothing of the saving of much time lost in the study of many text-books now in use.

These features of the Common-School Geography are finely illustrated in the treatment of our own country. By giving very much larger space than usual to the general subjects of outline, surface, drainage, climate, vegetation, animals, population, industry, and history, a full and correct idea of the country as a whole is obtained, and in no other way can the pupil in so short a time learn to appreciate the country as a unit. The subsequent treatment in groups of the states resembling each other in the great general features of climate, position, productions, etc., and the discussion of those topics once for all, is a very great desideratum. To illustrate: the section north of 35° of latitude, between the Rocky and the Alleghany Mountains, is treated under the name of the 'Central States'. The physical and industrial features of this region will suggest the propriety of this to every teacher. What advantage can there be in speaking of each one of these states as if it were in another region? How much better off is a pupil after learning in as many different places in the book as there are states that the surface of each is generally level, that the productions are agricultural, chiefly wheat, corn, and live stock, than he would be after he has learned these resemblances by looking at the section as a whole?

After examining these books, we are greatly pleased with their systematic arrangement and their natural method of treating the various topics of the subject. We have made no allusion to the feature which will at once attract the attention of children, and which, of itself, will convey a world of information. We refer to the new and beautiful illustrations, executed in the highest style of the engraver's art, and in keeping with all illustrated works bearing the imprint of Messrs. Scribner & Co. w.

(3) WE have long felt the want, indicated by the authors of this book, of a work on Physical Science which should be suited for high-school use. Therefore we welcomed this with pleasure. Shall we say that, on examination, our pleasure is somewhat modified? Part I, now issued, includes Cohesion, Adhesion, Chemical Affinity, and Electricity. Part II will treat of Sound, Light, and Heat; Part III, of Gravity and Astronomy; with, perhaps, another volume on Mechanics. The part on Electricity of the volume now before us is good; that upon Chemical Affinity is not (including even other divisions), in our opinion, enough of the Science of Chemistry for our schools. It may suffice where, as in Cambridge, lectures and the living teacher can take the place of the text-book—though we doubt it; but it surely is not enough for those of us who have not the time to prepare courses of lectures, but who wish their pupils to have at least a book-knowledge of the science. It seems to us, also, that such a text-book should be slightly in the rear in regard to disputed theories, changes of nomenclature, terminology, etc., rather than in the advance. But we can cordially unite with a contemporary in the closing lines of its notice of the work, "Teachers generally will find it useful for reference, and, where oral instruction is employed, serviceable in preparing lectures."

(4) WE know of no paper so valuable to the teacher as *The Nation*. It keeps him *au courant* with the political news of the week—not merely from the partisan side, but in a reliable form,—while its comments are bold and outspoken. Its literary notes are of especial value to our profession, from the fact that we are, most of us, precluded from access to the works of the press as they are from time to time issued, while no person needs more to be abreast with literature than the teacher. Each number contains valuable essays upon subjects of interest, as also notes upon educational topics. But we can not stop to enumerate. We shall be glad to see such a paper in the hands of teachers, for they will be better teachers, and we hope better men, from its perusal. Our publisher has made arrangements by which he can furnish both it and the Illinois Teacher for \$5.50 a year.

(3) THE CAMBRIDGE COURSE OF ELEMENTARY PHYSICS. Part I. By W. J. Rolfe and J. A. Gillet. Boston: Crosby & Ainsworth. 324 pages, 12 mo.

(4) THE NATION. Weekly. 20 pages, quarto. \$5 a year. E. L. Godkin & Co., 130 Nassau st., New York.

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CORPORAL PUNISHMENT.

THE importance of this subject will justify a somewhat extended discussion. I shall first refer to the legal decisions and opinions which have been rendered in regard to it in the different free-school states. These opinions will be found to embrace nearly every aspect under which the question of corporal punishment in common schools can be viewed.

"A schoolmaster is liable criminally if, inflicting punishment upon his pupil, he goes beyond the limit of reasonable castigation, and, either in the mode or degree of correction, is guilty of any unreasonable or disproportionate violence or force. [*Commonwealth v. Randall*, 4th Gray; 3 Greenleaf on Ev. Sec. 63.] The teacher is responsible for maintaining good order, and he must be the judge of the degree and nature of the punishment required, when his authority is set at defiance. At the same time, he is liable to the party injured for any abuse of a prerogative which is wholly derived from custom. [*Com. School Dec. N. Y.*, 102.] Whenever a teacher undertakes to exercise his authority to inflict corporal punishment, the cause must be sufficient; the instrument suitable to the purpose; the manner and extent of the correction, the temper in which it is inflicted,—all should be distinguished with the kindness, prudence and propriety which become the station. [*Cooper v. McJunkin*, 4 Ind. 290.]

"A parent is justified in correcting a child either corporally or by confinement, and a schoolmaster, under whose care and instruction a parent has placed his child, is equally justified in similar correction; but the correction in both cases must be moderate and in a proper manner. A schoolmaster stands *in loco parentis* in relation to the pupils committed to his charge, while they are under his care, so far as to enforce obedience to his commands lawfully given in his capacity as schoolmaster, and he may therefore enforce them by moderate correction. [*Com. Dig. Pleader*, 3 M. 19; *Hawk. C.* 60, Sec. 23; *C.* 62, Sec. 2; *C.* 29, Sec. 5.]

"In the language of Chief Justice Holt, 'A master may justify the beating of his scholar if the beating be in the nature of correction only, and with a proper instrument.' [*Precedents of Pleas*, 2 R. P. C. P. 47-51; *Rastall's Ent.* 613, pl. 18; 2 *Chit. pl.* 553; 9 *Wend.* 335; *Peterdorff, Ind.* 296.] The power allowed by law to the parent over the person of the child may be delegated to a tutor or instructor, the better to accomplish the purpose of education. [2 *Kent. Com.*, 205.]

"A schoolmaster stands *in loco parentis*, and may, in proper cases, inflict moderate and reasonable chastisement. [*State v. Pendergrass*, 2 Dev. and Battle, 365.] Although a town (or common) school is instituted by the statute, the children are to be considered as put in charge of the instructor for the same purpose, and he to be clothed with the same power, as when he is directly employed by the parent. The power of the parent to restrain and coërcé obedience in children can not be doubted, and it has seldom or never been denied. The power delegated to the master by the parent must be accompanied, for the time, with the same right as incidental, or the object sought must fail of accomplishment. [*Stevens v. Fussett*, 27 Maine, 280.] The tutor or schoolmaster has such a portion of the power of the parent to restrain and correct as may be necessary to answer the purpose for which he was employed. [1 Black., 453.] The power must be temperately exercised, however, and no schoolmaster should feel himself at liberty to administer chastisement coëxtensive with the parent, however much the infant delinquent might appear to have deserved it. [3 Barnwall & Alderson, 584.] If a person over twenty-one years of age voluntarily attend a town (or any) school, and is received as a scholar by the instructor, he has the same rights and duties, and is under the same restrictions and liabilities, as if he were under the age of twenty-one years. [27 Maine, 266.] This, it will be understood, is true generally; but there may, of course, be a special contract, which, when it exists, and is legally made, may give unusual rights and privileges to either party. When a scholar in school-hours places himself (with or without permission) in the desk of the instructor and refuses to leave it on the request of the master, such scholar may be lawfully removed by the master; and for that purpose he may immediately use such force, and call to his assistance such aid from any other person or persons, as may be necessary to accomplish the object; and the case is the same if the person removed is over twenty-one years of age, or not a scholar, but a person having no right in the school. The school-house is in the charge and under the control of the authorized teacher so far as is necessary for the performance of his duties as teacher. The law clothes every person with the power to use force sufficient to remove one who is an intruder upon his possessions, and the school-house is, for certain purposes, the teacher's close, his kingdom, or his castle. The teacher has responsible duties to perform, and he is entitled in law and in reason to employ the means necessary therefor. It is his business to exact obedience in the school-room, and it is his legal right. [*Stevens v. Fussett*, 27 Maine, 266.]

"The Supreme Court of Vermont, in a recent and very able opinion on this subject, says, 'A schoolmaster has the right to inflict reasonable corporal punishment. He must exercise reasonable judgment and discretion in determining when to punish and to what extent. In determining upon what is a reasonable punishment, various considerations must be regarded,—the nature of the offense, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size and strength of the pupil to be punished. Among reasonable persons much difference prevails as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion, and the difficulty which exists in determining what is a reasonable punishment, and the advantage which the master has, by being on the spot, to know all the circumstances, the manner, look, tone, gestures of the offender (which are not always easily described), and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher, by way of protecting

him in the exercise of this discretion. Especially should he have this indulgence when he appears to have acted from good motives, and not from anger or malice. Hence the teacher is not to be held liable on the ground of excess of punishment, unless the punishment is *clearly* excessive, and would be held so in the general judgment of reasonable men. If the punishment be thus clearly excessive, then the master should be held liable for such excess, though he acted from good motives in inflicting the punishment, and in his own judgment considered it necessary and not excessive. But if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of that doubt. [*Lander v. Seaver*, 30 *Vt.* 123; 19 *Id.* 108; 4 *Gray*, 37; 2 *Dever & Bat.* 365; 3 *Salk* 47; *Reeves's Domestic Rel.* 374, 375; *Wharton's American Crim. Law*, 1259; 1 *Sanders on Pl. and Ec.* 144.]

"Says another able jurist: It is not easy to state with precision the power which the law grants to schoolmasters and teachers with respect to the correction of pupils. It is analogous to that which belongs to parents, and the authority of the teacher is regarded as a delegation of parental authority. One of the most sacred duties of parents is to train up and qualify their children for becoming useful and virtuous members of society; this duty can not be effectually performed without the ability to command obedience, to control stubbornness, to quicken diligence, and to reform bad habits; and to enable him to exercise this salutary sway, he is armed with the power to administer moderate correction when he shall believe it to be just and necessary. The teacher is the substitute of the parent; is charged in part with the performance of his duties; and in the exercise of these delegated duties, is invested with his power. The law has not undertaken to prescribe stated punishments for particular offenses, but has contented itself with the general grant of the power of moderate correction, and has confided the graduation of punishments, within the limits of this grant, to the discretion of the teacher. The line which separates moderate correction from immoderate punishment can only be ascertained by reference to general principles. The welfare of the child is the main purpose for which punishment is permitted to be inflicted. Any punishment, therefore, which may seriously endanger life, limbs, or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with, the purpose for which correction is authorized. But any correction, however severe, which produces temporary pain only, and no permanent ill, can not be so pronounced, since it may have been necessary for the reformation of the child, and does not injuriously affect its future welfare. We hold, therefore, that it may be laid down as a general rule, that teachers exceed the limit of their authority when they cause lasting mischief, but act within the limit of it when they inflict temporary pain. When the correction administered is not in itself immoderate and therefore beyond the authority of the teacher, its legality or illegality must depend entirely, we think, on the *quo animo* with which it was administered. Within the sphere of his authority, the master is the judge when correction is required, and of the degree of correction necessary; and, like all others intrusted with a discretion, he can not be made penally responsible for error of judgment, but only for wickedness of purpose. The best and the wisest of mortals are weak and erring creatures, and, in the exercise of functions in which the judgment is to be the guide, can not be rightfully required to engage for more than honesty of purpose and diligence of execution. His judgment must be *presumed* correct, because he is the judge, and also because of the difficulty of proving the offense, or accumulation of offenses, that call for correction; of showing the peculiar temperament, disposition and

habits of the individual corrected; and of exhibiting the various milder means that may have been ineffectually used before correction was resorted to. But the master may be punished when he does not transcend the powers granted, if he grossly abuses them. If he use his authority as a cover for malice, and, under pretense of administering correction, to gratify his own bad passions, the mask of the judge shall be taken off and he shall stand amenable to justice as an individual not invested with judicial power. We think that rules less liberal to teachers can not be laid down without breaking in upon the authority necessary for preserving discipline and commanding respect, and that, although these rules leave it in their power to commit acts of indiscreet severity with legal impunity, these indiscretions will probably find their check and correction in parental affection and in public opinion; and if they should not, that they must be tolerated as a part of those imperfections and inconveniences which no human laws can wholly remove or redress. [*State v. Pendergrass*, 2 *Dever & Bat.*, 365.] It is undoubtedly true that, in order to support an indictment for assault and battery, it is necessary to show that it was committed *ex intentione*, and that, if the criminal intent is wanting, the offense is not made out. But this offense is always inferred from the unlawful act. The unreasonable and excessive use of force on the person of another being proved, the wrongful intent is a necessary and legitimate conclusion in all cases where the act was designedly committed. It then becomes an assault and battery, because purposely inflicted without justification or excuse. Whether, under all the facts, the punishment of the pupil is excessive must be left to the jury to decide. [*Commonwealth v. Randall*, 4 *Gray*, 38.]”

(The above references are largely taken, with verification, from *The Lawyer in the School-Room*, by M. McN. Walsh.)

It will be seen that the highest judicial tribunals of the several states in which the question has been adjudicated, including those the most renowned for learning and ability, are a unit in respect to the propriety and necessity of clothing school-teachers with authority to inflict corporal punishment in certain cases, and of protecting them in the prudent and reasonable exercise of that authority. The subject is so fully discussed in the judicial opinions which have been cited, and the grounds upon which authority to punish corporally is based, together with the checks and bounds and conditions to be observed, are so clearly stated and applied, that but little more need be said. The proposition laid down by one of the courts, that “the welfare of the child is the main purpose for which punishment is permitted to be inflicted,” is perhaps the least satisfactory of all the opinions cited. The good of the child is, indeed, one of the purposes for which punishment is allowed to be inflicted, but the *main* purpose can hardly be regarded as any thing less than the welfare of the school itself, as a whole, of which each particular child is but a part. If the highest courts of the whole country have uttered but one sentiment in regard to the necessity of arming the teacher with every power essential to the duties and exigencies of his position, including that of corporal punishment, the deductions of reason and the lessons of experience are no less emphatic in their affirmance of the same principles. It is not believed that the doctrine of ‘moral suasion only’, as held and

taught by those who would banish all coercive measures from the penal code of the school-room, is supported either by general experience or sound philosophy: and it is certain that it finds no countenance in the teachings of inspiration. Heavier metal was required to subdue the rebellion against the government, and there are rebellions in the school-room, now and then, which as plainly suggest the suasion of force. The spirit that some times defies the authority of the teacher and spurns the salutary restraints of the school-room is the same in kind that trained its artillery upon the republic and defied the national authority. If we would have no more rebellions of states, there is no better place to begin than in the family and the school-room; and the same law of right which, in the last resort, puts in motion the fleets and armies of the nation against armed insurgents, justifies the quelling of youthful insurrection and rebellion, if need be, by the strong hand. It is better and cheaper to nip the spirit of insubordination in the bud, in the family and school-room, even though the agency of the rod must occasionally be invoked to accomplish it, than to wait till it scowls defiance from the battle-field; it is wiser to punish, if we must, while there is hope, and eradicate the germs of lawless license from the yielding heart of childhood, than to cut the demon from the iron will of manhood by the bloody surgery of war. It may be said that this is a purely fanciful analogy — that there is no such relation between the child and the man, the school-room and the republic. I think differently, and I would echo and reëcho the warning of that apostle of liberty, humanity and culture, who so recently died with his armor on: "Take care of the child whose voice first lisps to-day, before that voice shall whisper sedition in secret, or thunder treason at the head of an armed band. Remember the child whose hand to-day first lifts its tiny bauble, before that hand shall scatter fire-brands, arrows, and death. Remember those sportive groups of youth, in whose bosoms there sleeps an ocean as yet scarcely ruffled by the passions which soon shall heave it as with the tempest's strength."

The prevalence of the sentiment which would sweep every form of corporal punishment from the school-rooms of the country, and even render its infliction, under any circumstances, an unlawful act, by positive prohibitory legislation, must be regarded with grave apprehension by all who rightly understand the true office and nature of punishment in the family and in the school, and its momentous relations to the welfare of the state. The great end of a system of popular education is to fit the millions of the nation's children for the high duties and privileges of a republican citizenship; and this is done not half so much by the knowledge gained as by the *discipline* of the school-room. It is a grand thing to endow the youth of the country with the elements of knowledge and to arm them with the power con-

ferred by even a rudimentary education; but it is a grander thing to clothe them with the garments of gentleness and docility, and give them back to the state with habits of obedience and truth, a sense of the inviolability of law, and a sincere reverence for whatever is venerable, just, and good. This is the supreme work of the schools of the state; the highest conception of their influence and value. And to what unspeakable importance is this thought exalted when it is remembered that one-fourth of the whole population of the country are, or should be, in the public schools. When it is considered that strict subordination and obedience is a prime and absolute necessity to the success of every school, and that every teacher must, of equal necessity, be invested with a very large discretion in the choice and use of means to ends, what folly to say that all other agencies may be resorted to except those which would lead to obedience through the ordeal of physical pain, and to denounce these as always and intrinsically savage and barbarous. Who does not know that there are punishments a thousand times more terrible than those of the rod, and which could be inflicted with impunity though every vestige of authority to use the rod should be denied or repealed by statute? Is the soul less dignified than the body? is the heart less tender in the sight of the law and of Christendom than the skin? are the moral susceptibilities and feelings less vulnerable to pain and torture than the flesh and muscles? What resources of anguish abide in the insensate fibres of a wooden rod, compared with those which lurk in the tongue, and voice, and eye, of a bitter and unloving man or woman? May not the cruel words and tones of irony, sarcasm, or invective, cut and bite and sting the shrinking sensitive soul of a child, as well as the sharp blows of the rattan? Who would not prefer that, if his child must be punished, the blows should fall upon its body, from the hand of a firm though conscientious and gentle-hearted teacher, than upon its heart and spirit from the fiery tongue of a moral savage or virago? It need not be said that two wrongs do not make a right, and that brutal punishments of whatever sort, whether inflicted upon the body or the mind, should be prohibited. Precisely so: no morally sane man or woman on earth denies that. But why prohibit one class of chastisements *in toto*, while another class, and one undeniably capable of grosser cruelty and abuse, is left wholly unrestrained? that is the question; and it brings us back to the point from which there is no possible escape either in reason or practice — the radical idea upon which turn all the eminent judicial opinions which have been cited, and the foundation principle upon which alone the maintenance of public schools is possible, — namely, the *discretion* of the teacher in the choice and use of punitive or disciplinary forces and instrumentalities. Such discretion is inseparable from his position and duties: his functions are nearly all judicial, not ministerial: and

to bind his judgment by the iron fetters of prohibitory laws, or coerce it by a senseless storm of public opprobrium, is to make war upon the essential conditions of rational government, sap the foundations of the teacher's power, and brand the profession as unfit to be trusted with the care of youth. The man or the woman whose impetuous rashness, or ungovernable temper, or vindictive spirit, needs to be restrained by the peremptory inhibitions of legislative enactments, is, *ipso facto*, utterly and monstrosly unfit for the school-room, and would be no less so though the rod were torn from the grasp, and hands and feet were bound in fetters of iron by the sternest conceivable statutes. Such a person would find means to torture, debase, and destroy, in spite of the fancied defenses of the law, and with a refinement of cruelty enhanced by the necessity of evading personal liability by the invention of new modes of punishment. There are school punishments, not recognized as 'corporal', which are worse in every respect than the simple infliction of the rod, — punishments which, to equal and even greater physical pain, superadd nameless mental tortures and anguish of heart; but which seem to have entirely escaped the observation and censure of those who regard the rod, or simple straight-forward castigation, as the sum of all school villainies. But how many such persons are there in our school-rooms? is there one in a hundred? is there one in a thousand? I do not believe there is one in ten thousand. Our common-school teachers are, as a body, thoughtful, patient, kind-hearted, self-governed, and trustworthy, as much so as any other equally numerous body of persons engaged in public employments in the world, and I believe much more so, considering the extreme demands made upon their powers of equanimity and forbearance. And it is *because* this is notoriously true of teachers as a class that solitary instances of shocking cruelty among them excite such tempests of popular fury; if these were of frequent occurrence, they would be comparatively unnoticed. Such flagrant outrages by teachers, though the provocations are ten-fold greater, are far less frequent than among parents; and yet we hear of no attempts to restrict family government, by law, to moral suasion only. And whenever a community is startled by acts of brutal cruelty or murderous severity in the punishment of children, whether in the school-room or the family, no protest is more indignant and *sincere* than that of teachers — none are less ready to stay the hand of justice or avert the merited retribution. I have yet to know a teacher who does not feel that a noble profession is disgraced and shamed, so far as all can be involved in the act of one, when one who happens to be in it, but is not of it, is arraigned at the bar of a criminal court for conduct so flagitious, and who does not desire to efface the stigma by the summary expulsion of the miscreant from their ranks. The idea which seems to lurk in the public mind, and which blindly clamors

for recognition and embodiment even in the forms of law — that teachers as a class are peculiarly savage and truculent, predisposed to abuse their powers and maltreat and torture their pupils, and that their evil propensities should therefore be restrained by the strong arm of the law, — is not only absurd, but calumnious; there is no semblance of sense or truth in it; its implied characterization of teachers is simply slanderous. The mischievous prevalence of this preposterous notion is seen in the avidity with which isolated cases of brutal castigation are seized upon as proof of the total depravity of school-teachers, and their especial need of the wholesome terrors of the law. As if such rare and exceptional horrors proved any thing; as if 'one swallow could make a summer'. A man whips his child to death, which proves that *he* is a fiend and a murderer, and that is all it proves. A teacher brutally flogs and maims a scholar, which proves that *he* is a criminal and wretch, and that is all it proves. It is not denied that criminals and wretches some times profane the teacher's desk, as well as the domestic hearth; but neither teachers nor parents are responsible, as a class, for such enormities. More than five millions of children are in daily attendance upon the public schools of the nation; and yet how few, how very few, are the instances where teachers have rendered themselves justly liable for a criminal abuse of their authority to inflict corporal punishment. Search the records of the highest courts, and see how numerous have been the acquittals, how extremely rare the convictions, in suits against teachers for alleged excess in the use of the rod. The spectacle, considering all the circumstances, is without a parallel in the history of judicial proceedings, and shows how baseless and pernicious is the popular outcry on this subject.

Most of the eminent jurists whose opinions were cited in the introduction to this discussion refer to the *quasi parental* relations of teachers to their pupils as a reason for allowing a judicious use of the rod in school. If this supposed analogy of relations has any basis of truth, and it has, its whole force, when used as an argument by the court, is derived from the assumed fact that corporal punishment is rightfully permitted to be inflicted by parents upon their children. The argument of the courts is — parents are justified in the reasonable and moderate use of the rod when necessary to secure obedience; the teacher stands, for the time being, and for certain purposes, *in loco parentis*; therefore the teacher is warranted in the moderate and reasonable use of the rod when necessary to secure proper discipline in school. But is it true that humane, conscientious parents ever resort to corporal punishment in the discipline of their children? It is not necessary to answer this question. The agency of physical suffering, the rod, is resorted to, when occasion seems to require, by the wisest and most kind-hearted parents on earth, as all the world knows; resorted to by them *because they are wise and tender-hearted, loving their children too well to*

omit any reasonable means to turn their erring feet from the ways of vice and folly. And a comparison of results is not feared. Those families whose children are some times made acquainted, in loving firmness, with the 'relic of barbarism' are at least as well and as successfully governed as those who claim to have learned a more excellent way; and the sons and daughters of the former are at least as likely to become worthy men and women as those of the latter. The wild epithets so flippantly applied to the regulated use of the rod in school do, therefore, by logical necessity, glance from the heads of teachers to those of all parents who approve a like use of that means of discipline: and every assault made upon physical chastisement in school, as a remnant of a savage and brutal age, is, per force, leveled also against all the families in Christendom which adhere to the 'antiquated theory of parental government'. This, I am aware, does not prove that corporal punishment is right, but it comes as near to it as the rash fulminations against it do toward proving that it is wrong. Assertion may as well be met with assertion: corporal punishment is not, in itself, brutal, or a relic of barbarism, but is an agency that may, under proper circumstances and conditions, be rightfully and beneficially employed; and those who will not resort to it when all other means fail, rather than those who do, should be the objects of apprehension to all true philanthropists, Christians, and patriots.

Without doubt the best teachers do, as a general rule, use the rod the least: not, however, because they have a nicer sense of the 'dignity of the age', or are of a higher type of civilization, but simply because they have a more perfect personal discipline, and command a wider range of mental and moral resources from which to draw in dealing with the wayward and erring. It may be that, if we were wise enough, some other remedy might be found in every case: I can not say. But it is quite certain that, so far as we can judge of cause and effect, causes arise at one time or another, in the experience of most teachers, when the timely and judicious infliction of corporal punishment seems, both at the time and ever afterward, the wisest and best thing that could be done. When nations beat their swords into plowshares, and their spears into pruning-hooks, and learn war no more, the mission of the rod will be ended, — perhaps sooner, but I think not. At all events, the moral millennium will not be hastened, whether for nations or schoolmasters, by passing laws based upon the negation of the most palpable facts of humanity.

The only possible rule is to allow teachers all necessary discretion in respect to the infliction of corporal punishment, and all other forms of punishment, and then hold them to a just accountability for abusing the authority conferred. This is the essence of all the decisions of the courts, and is the only rational view that can be taken of the subject. Our school-laws are silent upon the whole subject, but the

rulings of our courts have harmonized in nearly every instance with those of the distinguished jurists of other states, and with the spirit of the remarks which have now been made. Let our teachers and school-officers carefully study the opinions cited, and act in their spirit, in the fear of God and with love and charity toward all, and they will not go far astray, and need have no fears of being molested by the law while in the plain path of duty.

THE STUDY OF CHEMISTRY.

AMONG all the sciences of the present day, none is so intimately concerned with life as Chemistry. Its laws operate whenever we breathe, move, eat, drink, or sleep, in the growth of the plant which forms or furnishes our food, in the fire that warms us and that cooks our food, in the medicine which we take to restore our health, and in the decay which returns our bodies to their original dust. It is practical because it aids us in the enjoyment of life and adds to its comforts in innumerable ways, and because it has added vastly to human wealth, and made valuable hundreds of things once worthless. There is money in it, which, of course, makes it practical. And it is intensely interesting to most pupils, from the wonderful facts and discoveries which it brings to light, from the immense variety which it presents, and from the endless novelty of its results. It is no old, worn-out science where no new discoveries have been made for years. On the contrary, it is progressing with such strides that even a careful student can hardly keep up with it. In less than a century it has revolutionized the world. New compounds are continually formed, new uses are found for those which have already been known. The waste and worthless compounds, the remnants of one manufacture, become the basis of another equally important. It has already gone far to prove that such a thing as worthless matter, speaking in a utilitarian sense alone, organic or inorganic, does not exist.

Take for example the seaweed, the emblem of worthlessness among the Romans, *vilior alga*. Thrown in immense quantities by the west winds of the North-Atlantic upon the rocky shores and islands of Ireland and Scotland, science extracts from its ashes iodine, whose compounds are used by tons in medicine, forming the basis of all the 'Blood Purifiers', and the most valuable medicine known in scrofulous diseases. Furthermore, the whole art of photography—of which more hereafter—depends upon the use of certain combinations of iodine.

In the silver-mines of Mexico and Nevada, certain ores of silver have hitherto been rejected by the miners as too stubborn to yield the metal which they contain. Chemistry has taken these tough cases in hand, and from those rejected ores is taking out vast quantities of pure bullion, at an enormous profit to the shrewd discoverer. Following up the early gold-washer of California, and patient John Chinaman who gleaned after him, and even the improved quartz-crushers of later days, the chemist is now taking from the heaps of worthless 'tailings' more gold than either of his predecessors realized.

Only a few years since, coal-gas was applied by the chemist to illuminating purposes. It has proved a blessing beyond estimation. But in its manufacture was formed coal-tar—a black, ill-smelling compound, and a nuisance to every body: perfectly worthless. Thrown on the land, it killed vegetation, and made the neighborhood uninhabitable. Thrown into the river, it killed the fish, and poisoned the shores. But the chemist has made it of use. Combining it with rubber, he has hardened the latter substance, and made it serve innumerable purposes of ornament and use. More strange, he has extracted from it aniline, the basis of the splendid purple and violet and crimson colors which, under the names of mauve and Magenta, and Solferino, and other fanciful titles, are immensely popular. A pound of aniline is worth \$75.00, and some of its compounds twice as much.

About thirty years ago, an amateur chemist made the first successful sun-picture, out of which has grown the science of photography, with all its valuable results—social, educational, and commercial,—employing to-day ten thousand persons in America alone, and a capital of ten millions of dollars, using twenty tons of pure silver yearly as one item in its list of costly chemicals.

A few years ago, aluminium was known to the chemist as a black powder, obtained with difficulty and valuable only as a curiosity. Later research procured it as a silver-white metal, remarkable for strength, lightness, and its sonorous qualities, but too costly to be ranked among useful metals. Still later it was greatly cheapened, and now is very largely substituted for silver for ornamental and domestic uses, and bids fair to become still cheaper. By its aid, Greenland becomes a country of commercial importance, since cryolite, from which it is obtained, is found only there in working quantity, and shiploads of it are carried to Paris to supply its laboratories. But, stranger still, the metal is extracted from the common clay of our brick-kilns; and in the walls of our houses and under our feet are deposits of precious metal, waiting for the hand of science to draw them out cheaply.

Now a science which contains such facts—and these are but a few of many—can not fail to interest intensely the pupil of ordinary mind. No other science offers such inducements to invention and

discovery. A teacher who knows even a little of it can be interesting, with such facts to deal with, such prospects to hold out. Yet our schools are doing little or nothing with it. Even the high schools are afraid of it. Teachers think too much of experiments, and in trying them soil their fingers, blow up or break apparatus, lose their time and often their temper, and conclude it gives too much trouble to be made prominent. Common-school teachers are afraid to venture, suppose that it requires a great deal of apparatus, conclude that they have no time without crowding something else, and so it is neglected.

Now, in the first place, the study demands attention, and every teacher should know something of it. In the next place, it claims a place in every *good* common school. It can be taught and made interesting without a text-book, and without apparatus, by a teacher who can use a blackboard, and who trains his pupils to retain what is told them. A good teacher can extemporize apparatus. Sir Humphrey Davy said that a natural philosopher could saw with a gimlet and bore with a saw. And for many purposes the extemporized apparatus is best. A thermometer, which every school-room should have, a common enameled kettle, a few cups and tumblers, and a half-dozen tobacco-pipes, with a little sulphuric acid, and such common substances as salt, soda, iron-filings, and potash, can be made to interest and instruct a whole community. And the other studies will not suffer, nor will the teacher's own mind suffer. Try it. Y. S. D.

A MODEL PRIMARY SCHOOL.*

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room, — its neatness, order, cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty; but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats, — neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be; and the atmosphere uncommonly wholesome for a school-room, — no roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or

*From the report of Hon. J. D. Philbrick, Boston.

less, according to the weather. The bell is struck, and the pupils are brought to their feet: they perform some brisk physical exercises with the hands and arms, or march to music, or take a lively vocal drill according to Professor Monroe's instructions. In five minutes the scene changes: the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading-lesson. Not one is listless or inattentive. Some times they read in turn, and some times they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all useful illustrations and explanations are given with such vivacity and clearness that they are sure to be comprehended by every pupil, and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to position in their seats: the slates are examined and returned to their places; a general exercise on the tablets, or an object lesson, follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-hued worsteds, or the children have brought bits of ribbon or colored paper or water-color paints — very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on Mason's charts. She asks about the staff and notes and bars and clefs. They sing the scale by letters, numbers, and syllables; and close with a sweet song. They are next exercised in numbers, not in mere rotation of table, but by combination with visible objects, — the ball-frame and marks on the black board, — writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony, and cheerfulness of the school. You see that the children are both pleased and instructed, that they are wisely cared for in all respects. Neither body, mind nor heart is neglected. The teacher is happy. She is happy because she is successful, because *her heart is in her work*. She has the *right disposition*, and this qualification multiplies tenfold all others.

This is no fancy sketch, nor is it a flattering picture of some single school; it is only an imperfect outline of what may be seen daily in not a few schools. I say to myself, all honor to the admirable teachers who have made them such!

"GOD'S WAYS ARE NOT AS OUR WAYS."

THERE had been trouble in the school-room, insubordination on the part of some of the larger scholars; and when recess came, and I sank, wearied, into a seat, tears filled my eyes. I bowed my head upon my hands, and I thought, why am I so tried and tempted? Is not my cup of sorrow already filled to the brim? Then the half-formed resolution never to teach again came into my mind; but a ministering angel from the realms of peace and joy, sent to minister to the weary ones of earth, whispered, "God's ways are not as our ways."

I struggled to overcome the bitter, sorrowful thoughts that came into my mind. I thought of him who had been perfected through suffering, and, lifting my heart in prayer to God for strength, and asking forgiveness for those human 'thorns in the flesh', light came; though the tears would come, yet I *felt* that God's ways are not as our ways, nor his thoughts as our thoughts. When I arose and rang the bell for school, I felt more like taking up the cross of life again: although it was a *weak* kind of faith, I knew that strength would be given from above.

I wrote the words on the board for our afternoon motto, "God's ways are not as our ways." Weary, wayworn fellow laborers, think of this, when you are tried and almost discouraged; the way may be rough to your weary feet, and, perchance, the roses you gathered are withered, and only thorns and faded leaves remain in your hands; but his way is best. He knows how much dross remains to be changed into gold, and in his good time all will be made right. The cross will then be exchanged for the crown. "Now we see as through a glass, darkly, but then, face to face." "We shall know even as we also are known." Then, and not till then, shall we know *why* God's ways are not as our ways.

P. LACEY.

THE NEWSPAPER IN SCHOOL.

For a long time it has been the custom for one of the four divisions in my room to give a 'gem' or 'fact', alternately, immediately after the opening exercises on Monday, Tuesday, Thursday and Friday mornings of every week. Wednesday and Saturday mornings have been reserved for other and miscellaneous uses. These four divisions vary in numbers from thirty-five to about sixty pupils each. The time occupied in this exercise varies from five to ten minutes. These

'gems' and 'facts', as they were designated, the scholars selected from books of history, poetry, and literature generally, as they pleased, and committed them to memory, so that, when called upon, they would stand up and repeat them. We thought quite well of this; but recently the chairman of the committee on my school (Dr. S. H. Hurd) suggested that we should vary the exercise by directing the scholars to present in place of these dead facts the more living ones from the newspapers of the day. The hint thus given was received with favor, and I at once began to test its practical workings. And the results, so far as any have been reached, are of a very satisfactory kind. The scholars manifest an interest in preparing for the exercise that is not likely soon to flag and die out. All the passing events and interests of the day, from the most trivial to the most profound, in our land and in all lands, are brought before the pupils' minds. And since the press, the newspaper, is the world's teacher and is destined to remain such for all coming time, it is well, it seems to me, that children should be habituated to look at it and to learn how to regard and use it. Familiarity, therefore, with the newspaper may be properly regarded as an important branch of every one's *practical* education. Certainly the habit of observing what is in the papers from day to day, besides adding to the general intelligence, must aid, almost insensibly perhaps, in the formation and strengthening of that most important habit of attention.

But I need not speak of the advantages that flow from the exercise in this direction, since they will readily suggest themselves to your mind, and to the minds of your readers. I would say, however, that in the variety of topics furnished from the papers of the day, relating to all manner of subjects, we should expect that many things would be introduced worthy of comment or criticism on the part of the teacher. I regard this as one of the most interesting features of the exercise. And then, since children can not be supposed to have better taste in making these selections than editors exhibit in filling their columns with them, and their parents in paying for them, a good opportunity is afforded the teacher to improve the taste and judgment of the pupils in regard to the proper character of the selections. The tendency, quite perceptible at the commencement, to furnish trivial and rather low selections has, I think, been materially diminished in this way. Local occurrences, such as fires, accidents, etc., are some times announced in due form, before the swift daily has had time to put them in type.

That you may have a still more definite idea of this exercise, I place below part of the items furnished by one division, on the very morning that I received your note asking for this communication:

"Maine is doing more to increase its manufactures than any other State in New England."

"The Chinese have no tunes, and no idea of music,—they generally screech in falsetto."

"The number of deaths, from all causes, in the City of Boston, during the year 1866, was 4,379."

"The citizens and voters of West-Cambridge in town-meeting, on Monday, voted unanimously to change the name of the town to Arlington. A bill providing for the change is now before the Legislature."

"Jeff. Davis's plantation, with that of his brother Joe., was sold to a former slave of Jeff.'s for \$400,000. It is expected the colored man will make \$80,000 a year."

"The largest anchor in the world is that of the Great Eastern. It weighs eight tons, exclusive of the stock."

"The Holy Synagogue has been discovered in Palestine."

"A Boston merchant when in Lyons, France, was so much pleased with the fountain which stands before the Hotel de Ville, that he was induced to order its counterpart for Boston Common. It is in bronze, twenty-five feet high; the colossal figures at the base are splendid specimens of art. It is now on its way to Boston."

"St. Andrew's Church in Richmond, Staten Island, which was built by Queen Anne, in 1713, was burnt March 29."

"The Mississippi Legislature has appropriated \$20,000 for the defense of Jeff. Davis when tried. She had better appropriate the amount toward paying her just debts."

These specimens I presume you will regard as quite sufficient.

B. F. S. G., in Mass. Teacher.

THE PLEASURES OF TEACHING.

THEY say that the world is full of trouble, that sin and sorrow dwell every where. But it seems to me, when I look in the face of a little child, I must make one exception to this sweeping assertion. We are often burdened with care, tired with the deceit of this cold world, and our hearts are heavy with the sorrows that come to us all. But when I meet, on a bright morning, the happy faces of sixty little children, and twice as many bright eyes beaming with the pure, earnest love of a child's joyous heart, I see a beautiful picture, which tells me plainer than words can say it, "we have no care. Our hearts are very happy. We love every body, and every body loves us." Then I think I have found 'a resting-place for innocence on the earth', and *feel* the great responsibility of teaching these tender little ones the *first* lessons, and laying aright the bottom stones, which can be laid but once, in the founda-

tion of the great building of character, which shall be complete by-and-by.

Here I am to give these children the first impressions of school-life, must teach them to love and trust each other, to be truthful, patient, neat, and busy. This is no small work, though lightly esteemed by very many; and in no other department of teaching than in this are there more difficulties arising, or greater discouragements. But there are pleasures, too, in this work. The *love* of such children is a *treasure* easily gained; and the heart that has no room in it for a child's love surely has a cold spot some where.

Many and very amusing are the ways such children choose to express this love to their teacher. Michael comes in with a red apple for me: no matter if it does show the mark of his teeth, or if a little bit is really gone, for the comforts are scarce in his poor home, and I know it cost him some self-denial to give it to me. Mary, from a different home, brings a pansy and a geranium-leaf: but just as welcome is poor Nelly's offering, which consists of three wild violets tightly locked together, with stems so short that none but tiny fingers like hers can hold them; for I can tell her they are wild flowers that God planted and took care of, and therefore better than any others. Little Maggie brings a rose-bud, with all the green part peeled off; Peter, a doughnut; Frank, a huge bunch of apple-blossoms; while black-eyed Kate, the smallest of all, presents a stick of candy which bears unmistakable traces of her rosy lips. If honest Willie will give to some one, when he is older and wiser, just such a pure and unselfish love as he gives his teacher now, some good woman's heart will be very happy.

"Sow thy seed beside all waters," O pilgrim, laborer in the vineyard, "for thou knowest not which shall prosper, this or that, or whether both shall be alike good." In the broad meadows scatter it freely. The dew of heaven shall water it, the sun warm it into life: it shall grow and strengthen and bring forth fruit abundantly. Pass not by the hidden valleys, gloomy and forbidding though they may be, for the life-giving influences may penetrate their depth, and the little plants may grow to a greater height than in more sunny spots. Despise not the desert-waste even: who knows if some seed may not fall upon a fertile oasis, and be in future a joy to the weary traveler? At morn, noon, and night, in sunshine and in storm, scatter ever, scatter liberally; and hereafter, when the full sheaves are gathered into the garner, thou shalt hear "Well done, good and faithful servant," from the Lord of the vineyard.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

WE offer no apology for presenting to our readers the exhaustive decision upon the question of Corporal Punishment—which constitutes our leading article—from the pen of the Hon. N. Bateman. The question is one of great importance to our calling, and there is at the present time one of the periodical spasms upon the subject, which go so far to degrade teaching and teachers. Even in our educational journals we regret to see occasionally some of that maudlin sentimentality which would make all government consist in coaxing, or in being exceedingly careful that no occasion shall ever arise to arouse the opposition of a child's will. In Virginia the judge returns answer to General Schofield's inquiries, that no jury will ever convict a man for putting a person to death who has whipped a child or brother of the murderer. We had hoped that the stern logic of war had taught our people at the North the wickedness and folly of this southern view, exemplified in the Matt. Ward case and so many others. We should think the widespread wickedness and lawlessness of the times, manifested too often by our youth, would teach people that we need discipline—quick, unhesitating obedience to law because it is law, and that obedience enforced by penalty. We say unhesitatingly that the fault is not that teachers whip, it is that parents do not; that too often they obey in stead of exacting obedience in children. Why do not our law-makers abolish prisons and all enforcement of law? Are not men and women as reasonable as children? It is said children are not depraved, they need only to be started aright, they have no inclination to wrong. Perhaps so; but we should like to have these theorizers deal with the miscellaneous mass gathered in our schools from all classes and conditions of people. Some good people say expel all obstinate cases: we have seen this proposed in an educational journal; but this seems to us merely shirking our duty, avoiding the hardneses of our calling, and enjoying its pleasures merely. Besides, the state demands of us not their ruin, but their salvation. But enough of this. The article is from the forthcoming edition of Mr. Bateman's *Common-School Decisions*, which we recommend to all teachers and school officers.

ORAL INSTRUCTION.—Observation reveals to every intelligent mind the fact that a man's influence does not depend so much upon the amount of his learning as upon his ability to apply his knowledge. In business, the amount done is determined more by the activity of the capital invested than by its amount. In social life, the man who brings into active use only ordinary talents will accomplish more than a dozen men of learned indolence. To carry our comparison still farther, just as there are men in trade who, without any capital, win to themselves success and fortune from their native tact and business capacity, so in the domain of thought there are those who, without what is commonly called learning, but with an ability and disposition to think, have become distinguished and influential in their respective walks of life. Some of the

most brilliant names in the province of literature, and especially of science and invention, belong to men of this stamp. In our own country the above proposition is abundantly illustrated in every walk of life.

This fact has a direct bearing upon the solution of the grand problem of education as it is daily wrought in the school-room. Are not the systems generally followed more theoretical than practical? Do they not teach the manual of mental gymnastics to the neglect of the drill which, and which alone, can develop strength of mind and ability to think? With all due respect to makers of many excellent books, we doubt whether they are not furnishing easy beds on which mechanical teachers are carrying their pupils to the land of impotence. The maxim "If you would have a thing done, go; if not, send" is as true in the school-room as elsewhere. If a teacher would rouse the minds of his pupils to action, the more directly he comes in contact with them the better. Books are valuable, and in most of our schools indispensable, containing what is to be taught and valuable suggestions on how to teach it. But they should not be allowed to usurp the place of the instructor. He who appears before his classes fortified behind a text-book or wrapped about in its leaves is as far from being a live teacher as the wooden gun is from the columbiad.

We set out to say something of oral instruction. With some this term embraces tuition in various miscellaneous subjects not embraced in the regular course of study, and has for its object the imparting of certain facts which, if the pupil remembers, it is to his own credit. This is a mistake. Oral lessons can as well be given in Arithmetic or any other study as in Size or Color; and they are essential. All that part of a recitation which comes under the head of explanation, additional illustration, and practical application, which should be the larger portion, comes under this head.

The effect of oral instruction, when properly given, is in the highest degree beneficial. It brings the pupil's mind more directly in contact with the subject. No one would claim that Bierstadt's 'Yo-Semite Valley' would excite the emotions of the beholder equal to the scene itself. So, if, in teaching children, the object itself can be presented, the impression is more vivid and more correct than if received in any other way. If this is not practicable, pictures come next in order. In the absence of both, nothing will supply the place of a clear and well-chosen presentation by the teacher. It excites curiosity, awakens thought, and leads to investigation. But the subject should not rest here. The seed is only sown. The harvest is to be reaped in the reproduction of the idea in the pupil's own words, and in giving the results of his own thought or investigation. This involves attention, an exercise of the memory, use of language; and is especially calculated to awaken thought. In no other method of instruction can the pupil be thrown so entirely upon himself, and no other method so soon reveals his weaknesses and applies the cure.

INDUSTRIAL UNIVERSITY.—We are confident that the portion of our people who clamored for the opening of this institution immediately after its organization by the legislature, last winter, appreciated but little the magnitude of the work of establishing such an enterprise upon a firm and promising basis. The work of preparation is going vigorously forward. The college buildings and grounds are nearly ready for occupation, and steps are being taken for securing an able faculty, with the necessary libraries, museum, apparatus, and other appurtenances for the complete equipment of a full university. The

Trustees of the University are doing their part toward giving the institution, at the outset, the strength and efficiency which has come to other higher institutions only after years of weakness and doubtful experiment. It will remain for the people to do their part by supplying the students.

Hon. J. M. Gregory, Regent of the University, has issued a circular to the officers of the various agricultural societies, suggesting the endowment of 'County Prize Scholarships', according to the following plan:

1. It is proposed that each County Agricultural Society shall offer an annual premium of \$100 to aid the best scholar from the public schools of the county to attend the Industrial University.

2. Every young man in the county, over fifteen years of age, shall be permitted to compete for the scholarship in a public competitive examination, to be held under the direction of the Regent of the University and the officers of the County Society.

3. The prize scholar shall take the full agricultural course, and shall be entitled to the premium three years in succession, provided he shall maintain a prescribed degree of excellence in scholarship and character.

4. To secure the payment of the premium, without making it a charge on the annual receipts of the Society, it is suggested that there be raised, by donation, in each county, an endowment fund to be invested by the Trustees of the University or by the officers of the County Society, as the Society may direct, and the annual interest be devoted to payment of this premium. In case any county shall endow more than one scholarship, the premiums shall be awarded to students in successive years. The tuition of prize scholars will doubtless be made free by the Trustees.

The advantages of the plan are set forth as follows:

1. It will secure the opportunities of education to large numbers of the most promising youth of the state.

2. It will secure to agricultural science from the outset a goodly number of superior students.

3. It will bind the Industrial University by so many living bonds to the agricultural interests of the state, and give each agricultural society a vital interest in the University.

4. It will help to insure, from the very beginning, the success of the University, and crown it, from the outset, with a large measure of usefulness.

5. The splendid prizes it offers to the pupils of the public schools, and its public competitive examinations, will react upon the public schools themselves with a most inspiring and benignant power.

The long-established institutions of the East have, by the generosity of liberal-minded men, received large endowments, the proceeds of which go far toward defraying the expenses of many needy but worthy young men, who bring bright honor to their alma mater, and become most valued citizens. In the West the opportunities are offered, the young men are abundant, ambitious to improve them, but their aspirations fall far short of the reality from lack of means. Let the energy which characterizes our people in every enterprise not fail them here. The University is their institution, established especially to meet the practical, every-day wants of the agricultural masses. The amount needed to defray the expenses of a student attending there is the merest trifle when raised in the way proposed, while the benefit resulting to a society from the presence among them of an educated, active member will repay them many fold. While the addition to the stock of agricultural knowledge will be so richly remunerative, the impetus given to education in the common school by the opportunity offered for still higher culture will be incalculable. The teachers of the state will at once perceive what an important aid the adoption of the excellent suggestions of the Regent by the agricultural society of their county will render them, and will doubtless give the plan their active support. The more intimately the University is connected with the common school, the more permanent will be its basis, the stronger and more rapid will be its growth, and the more completely will it be the culminating point to a grand system of popular education. Let every county agricultural society take measures at once to have the prize scholarship endowed, or at least the premium provided for the next year, at the coming county fair. These societies are offering premiums for the best cattle and horses; why not for the best boys and the best brains — for scholarship devoted to agriculture?

NATIONAL ASSOCIATION.—Preparations had been nearly completed for holding the next meeting of this body in Baltimore; but, at a time when it is too late to make other arrangements, it is thought inexpedient by those representing the Association in that section. This action of our Maryland friends is much to be regretted, as the meeting will probably have to be deferred till next year.

NATIONAL BUREAU OF EDUCATION.—Hon. Henry Barnard, Commissioner of Education, Washington, D. C., has issued a circular in which he asks as early as practicable for accurate but condensed information of the designation, history, and present condition of every institution and agency of education in the United States, and of the name, residence and special work of every person in the administration, instruction, and management of the same. Any response to this circular in reference to any institution or agency, addressed to the *Department of Education, Washington, D. C.*, and indorsed '*official*', is entitled, by direction of the Postmaster-General, to be conveyed by mail *free* of postage, and will be thankfully received by the Commissioner.

ILLINOIS STATE NORMAL UNIVERSITY.—The next session will commence on Monday, September 9th.

We are unable to present the synopses of the able addresses of Presidents Curtis, Allyn, and Sturtevant, given at the meeting of College Professors in Springfield in July, but will give them in our next number.

A SUGGESTION.—Before making up their list of books for the fall schools, teachers are advised to examine Quackenbos's new *Arithmetics*, which possess features of decided merit. They are commended in the strongest terms by some of our best teachers who have used them.

EDITORIAL CORRESPONDENCE.

SOME COMMON ERRORS IN SPEECH.—No. II. [*Continued from June Teacher, p. 218.*]—(5.) The use of *expect* in cases where there is no expectation, is unfortunately common, and comes some times from the lips of careful speakers who can not quite avoid what they hear so frequently. We can not *expect* what is present or past, but only what is future. I may say "I expect he will come soon," but not "I expect he is just at hand" nor "I expect he has come." I think this error has arisen from a shortening of *suspect* into '*spect*', and a thoughtless rehabilitation of '*spect*' into *expect*. Be that as it may, we inherit the solecism from England, where our cousins are still using it. But let us learn and teach that *expect* is not to be used for *suspect*, *suppose*, or *believe*, and that it must be limited to futurities in application.

(6.) "Well, now! that's the best thing of the kind I 'most ever saw!" Do you ever talk like that? I have heard people use such a phrase as 'most ever saw' who *knew* better, and should have set better example to their pupils. Shrinking from the direct and exclusive superlative statement implied in the use of *ever*, the vulgar seek to modify the *ever* with an *almost*, abbreviated perhaps to '*most*'. Now *ever* is a word and it is very exclusive as to the company it keeps; for I think of no instance, in good English, in which it takes a modifying or qualifying term. Possibly *not ever* might be tolerated in

some cases. *Never* is almost as exclusive: it may perhaps be modified by *almost*, as is done in colloquial language; but other modification is very rare, if occurring at all. In such a sentence as we give above, let the *almost* come into the first part of the sentence, or let some other exceptive term take its place: "that is the best thing, I believe," etc.; and in no case put *'most* for *almost*.

(7.) *If* for *whether*, and *though* for *if*. Here I must speak of some forms of speech which are merely obsolescent, and which we should endeavor to disuse, only because such is the tendency of the language; and it is a desirable one. "See *if* he is there." Now in this sentence the meaning is not "if he is there, see [him]," but rather "see whether he is there or not." After many of the verbs of thinking and perceiving, *if* is used for *whether*, by good writers; but I am much mistaken if the tendency is not now to the use of *if* for conditional cases, and for such cases only; and, since the prevalence of such a rule will diminish needless peculiarities and anomalies, it should be favored. Hence, after *doubt*, *see*, *know*, *ask*, and similar verbs, we should use *if* only when we would express a condition, and might transpose the clause so beginning, without affecting the meaning. "I will ask if he is there"; now if the clause "if he is there" is a condition of the asking, it may be transposed without affecting the meaning: "If he is there, I will ask"; but if it be the object of *ask*, this can not be so done without change of meaning: if it be the object of *ask*, *whether* may be substituted for *if* without change of meaning and with better usage.

So I may say that even good writers still use *though* in cases where the present tendency of the language is to put *if*. I have said that *if* is the proper term to introduce a mere condition; *though* is, on the other hand, the proper term to introduce a concession. Take two examples: "I will go if it does not rain;" "I will go, though it rains:" in the first example the condition of my going is that it does not rain: in the second example the use of *though* is to concede the fact that the falling of rain is against my going, so that it might be supposed that I will not go: hence I announce my purpose, and recognize, by the concessive clause 'though it rains', that there is a fact in opposition to my intention. The use of *though* where *if* should be preferred is limited now to elliptical constructions where it immediately follows *as*: *as though* should never be used: *as if* should take its place. For example: "He acts as though he knew the whole affair." Now fill out the ellipsis, and the reason for preferring *if* appears quickly: "He acts as he would act though he knew the whole affair": every one would say, in the full sentence, '*if* he knew the whole affair', because we see that it is a conditional clause.

Observe that I am not trying to legislate a legitimate usage out of use in spite of good authors: if you choose to use *if* for *whether*, and *as though* for *as if*, you can find a plenty of instances; but I speak of a tendency of the language which all teachers and writers should favor.

s. w.

WISCONSIN STATE TEACHERS' ASSOCIATION.—The meeting of this body at La-Crosse, July 23–25, was the largest of the kind ever held in the state. Hotels were crowded with gentlemen, and the hospitality of private families was most kindly extended and most freely used by the ladies. Of course an association without book-agents would be a failure. It is sufficient to say this meeting was a complete success, though it is probable most of those present did not even know what a number of prominent publishers were represented, so little of display was made of their calling. One or two succeeded in making

their wares prominent, but most seemed to consider it their strength to cultivate good fellowship and to make agreeable acquaintances without saying 'book'. Hon. J. L. Pickard and Hon. J. M. Gregory, of our own state, were prominent in giving interest to the meeting. The Wisconsin people declare that the first still belongs to them, and the hearty greeting he meets from the teachers of a state where he began to work twenty-one years ago must be very gratifying. Girls and boys who had their guidance from him are the men and women leading the work in most of the important places of the state, and look upon him almost as their father, or reverentially bring their children to see the man whose devoted earnestness strengthened noble aspirations in themselves. Hon. Mark Dunnell, State Superintendent of Minnesota; Ira Divoll, Superintendent of City Schools, St. Louis; and Gov. Fairchild, added to the interest of the gathering.

The Association took decided ground for compulsory education,—leaving the place of securing it with the parent, but requiring teachers of private schools as well as public to secure certificates of scholarship and fitness to teach. Great hopes are entertained of the progress of the State University, lately organized under Pres't Chadbourne, formerly of Bowdoin, later of Amherst.

B. M. Reynolds, formerly of Rock Island, is now Superintendent of City Schools at Madison. J. C. Pickard, formerly at Illinois College, continues to enjoy the clear air and beautiful scenery of Wisconsin. The Association took an excursion to St. Paul and vicinity. At Minneapolis were faces well known in Illinois. Mr. Kissell is Superintendent there, with a vigorous growing system under his hand. At St. Anthony a new building will soon be ready, all of which is to be seated with single desks, and which will be presided over by Ira Moore, of faithful service in the Chicago High School and later in the Normal University, whence he went out in the 33d Illinois to fight for the principles he inculcated. The great flood had scarce begun to recede and the rapids at St. Anthony were in boisterous fury, showing trophies of their power in downcast rocks, heaped-up saw-logs, and choked water-wheels. Dr. Gregory, of the Industrial College, with M. C. Goltra, of the Board of Trustees, were at St. Paul to locate 100,000 acres of Agricultural-College Land-Scrip, with a prospect of most advantageous entry. Minnehaha Falls were in fullest beauty of white spray and misty drapery, and the round tower of Ft. Snelling gave wide and glorious view of the Minnesota Valley. The Nicollet House made a quiet refuge for Sabbath. Capt. Davidson's line of N. W. Union Packets is a very pleasant provision for the traveler, but the Phil. Sheridan was a little too full with over 300 added to her regular list. The division into smaller parties in returning made the downward trip the more pleasant. JAS. H. BLODGETT.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

THE ILLINOIS TEACHERS' INSTITUTE convened in the Normal University, Aug. 5th, 70 members being present at the opening. This number soon increased to 200 earnest teachers, representing all parts of the state. Dr. Edwards was elected President, and Prof. Pillsbury, of Normal, Secretary. An Executive Committee, consisting of the following-named members, was appointed: Prof. Metcalf, Normal; Mr. Boyce, Waukegan; Mr. Blanchard, Litchfield; Miss

Barker, Normal; Miss White, Sycamore. After these preliminaries, the Institute immediately entered on its work. A programme, which has been observed with slight variation, was adopted. The exercises have been conducted chiefly by the Normal Faculty, and in a manner well calculated to give the teacher a clear insight to the best modes of instruction, and, at the same time, quicken his perceptions and impart such knowledge of the subjects considered as no teacher can afford to neglect.

The subject of Reading has been in charge of Dr. Edwards, whose success in teaching this branch is too well known to need mention here. His methods of analysis have been thoroughly exemplified, and his never-failing energy and enthusiasm have infused a life into this exercise which can not fail to make the teacher better appreciate the art of Reading, and teach it with greater confidence and success. The exercise in Arithmetic has been conducted by Prof. Metcalf. His earnestness, exactness, and logic, have made the decimal notation and fractions glow with interest. The properties and relations of numbers have appeared to the teacher in a clearer light than ever before; and the ease with which the professor makes a practical application of principles too often regarded as unpractical convinces many teachers, without further argument, that their own knowledge of 'practical' Arithmetic is very limited. Prof. Metcalf has also given a thorough drill in Phonics. This subject has been presented with surpassing clearness. No teacher who has engaged in this exercise with close attention has failed to derive permanent benefit from it. Prof. Hewett has conducted the exercises in Geography and History. His modes of teaching have been illustrated by addresses, and by specimen lessons. Aside from his regular exercises before the Institute, the professor has given a class a series of lessons on the Geography of the Alps. He shows clearly the utility of a critical knowledge of details, as well as of thorough general knowledge. English Grammar and Composition are in charge of Prof. Stetson. The process of leading the pupils gradually to a thorough knowledge of analysis is receiving careful attention. Dr. Sewall has a wide field in Natural Science, which the few brief lessons of this Institute will hardly allow him to enter upon. The clearness and originality of his illustrations in Botany and Physiology cause regret among the teachers that this opportunity for instruction is so limited. He has explained the growth of the plant from the seed, and shown how children may be interested and instructed in the elements of Botany without impeding their progress in other branches. Lessons have also been given by the doctor on the processes of digestion, respiration, and circulation. Etymology has been conducted by Prof. Pillsbury. Lessons have been assigned on the origin of our language, the derivation of words, meaning and use of prefixes and suffixes, etc.: thus showing the utility of this study, and the interest with which it may be pursued by pupils who have no knowledge of the Classics. Prof. Pillsbury has also enlivened the exercises of the Institute by instruction in Free Gymnastics. Miss E. T. Johnson, of the Model School, has added a most valuable feature to the exercises of the Institute by introducing classes of children, and actually instructing them under the observation of the teachers. In assuming the responsibility of a primary teacher, Miss Johnson has evidently not mistaken her calling.

The theory and art of teaching is presented to the Institute by Dr. Edwards in his most forcible manner. Teachers are surely not without privileges who listen daily to the counsels of ripe scholarship and wide experience, urged with a glowing enthusiasm, and an earnest desire to promote the educational interests of the land.

Evening lectures have been delivered by Prof. Camp, of Conn.; Dr. Edwards; Profs. Metcalf and Hewett, and Dr. Sewall. Other members of the Faculty lecture next week. The session will close Aug. 29th. A catalogue and full report of proceedings will be published. It is believed that this body of teachers will return to their respective fields of labor not only with renewed vigor and enthusiasm, but with clearer perceptions of things to be taught and modes of teaching. Without clear ideas of what to do, and how to do, mere enthusiasm is of little avail.

E.

WARREN COUNTY.—*Mr. Editor:* We are glad to inform you, and our fellow teachers throughout the state, that the good work has commenced in Warren county, that *old-foggism* in education is below par, and has been ruled out of

court; that 'Progress' is the watchword; and that both rank and file of the noble army of education are preparing to move onward and upward, in solid column, against ignorance and vice. We hope the day is not far distant when the teachers of our county will prove by their actions that they are alive and awake in the work of teaching, and that they are not slow to attend the association.

The first session of the Warren County Teachers' Association was held at Young America, May 29th, 30th, and 31st, with cheering results. Teachers, after attending the meeting, returned to their duties in the school-room refreshed and invigorated, full of hope and strong in heart. The prevailing sentiment of members and visitors, at the close of the exercises, was that the meeting had been highly successful. In accordance with a resolution passed by the Association, I forward you a report of the proceedings.

Yours truly, J. A. PORTER.

[We give a synopsis of the report. We hope all teachers will forward such reports to us, that we may let the teachers of the state know what is being done. — Ed.]

Association met Wednesday, May 27th, at 2 P. M. Was called to order by Rev. G. D. Henderson, President of the Association, who opened the exercises by prayer. After organization, Prof. Davis gave an exercise on manner of Teaching Music in schools. Mr. Henderson conducted an exercise in Reading. In the evening, Rev. D. A. Wallace, President of Monmouth College, gave an address on Mistakes in Education. Thursday morning, A. M. Gow, gave an exercise in Orthography, followed by Mr. Richards in a lecture on Penmanship, who was also followed by Mr. Swafford on Blackboard Instruction and the Elements of Arithmetic. In the afternoon, Mr. Gow gave an exercise showing the advantage of the blackboard. Mr. Porter discussed the Word Method of teaching Reading. Miss Duer read an essay on the Teacher's Unconscious Tuition. Messrs. Herrick and Gow made some remarks on teaching Geography. Mrs. Sterrett read an essay on the Cultivation of the Heart. Mr. Long gave an exercise in Object Teaching. In the evening, Rev. F. M. Bruner gave a lecture on the History of Common Schools. On Friday, Mr. Swafford gave an exercise in Mental Arithmetic, Mr. Herrick an exercise in Grammar, and Mr. Gow explained the Word Method of teaching Reading. The officers for the ensuing year were then elected, viz., President — G. D. Henderson; Vice-President — J. H. Stevens; Secretary, J. O. Randall; Treasurer, J. I. Wilson. After which Mr. Gow gave a lecture on School Government and Discipline. In the evening, Mr. Reed, Editor of the Monmouth Atlas, read a poem entitled the Schoolmaster; after which the following resolutions were unanimously adopted, when the convention adjourned:

- (1) That the Warren County Teachers' Association desires to express its grateful acknowledgments to President Wallace, Rev. F. M. Bruner, Prof. W. B. Richards, Prof. A. M. Gow, and J. H. Reed, Esq., for their very able and instructive addresses before this Association.
- (2) That we regard the Illinois Teacher as the able organ and ally of the teachers of our state, and urge upon the teachers of Warren County the duty of a more enlarged patronage.
- (3) That we feel greatly encouraged by the unexpectedly large attendance of teachers at the present session of our institute, and are greatly encouraged to persevere in our efforts toward the attainment of the object of our Association.
- (4) That we will second and sustain our County Superintendent in all proper efforts to raise the standard of the teachers of our public schools.
- (5) That we return our thanks to the citizens of Young America and vicinity for the hospitalities extended on the present occasion to the members of this Association.
- (6) That the Secretary of this Association furnish to the public papers of Warren county, and the Illinois Teacher, a report of the proceedings of the Association for publication.

CHICAGO.—*City Institute.*—The principal feature of the last institute was the reading of selections by Miss L. Perkins, of the Haven School, 'Rearing of the Scaffold', 'Wounded', 'Old Maid's Soliloquy', 'Passages from Macbeth', and 'News of the Day', comprised the list. All were very finely read, the first two with a taste and spirit seldom equaled even by professed elocutionists.*Board of Education.*—One of the new schools is to be called the 'Dore School', in honor of J. C. Dore, Esq., first Superintendent of Schools in the city. The number of children studying German in the district schools is about 700. The per cent. fixed for admission to the High School was 70: about 220 were admitted. The resignations of D. S. Wentworth, Principal of the Dearborn School, Alice Jennings, Head Assistant of the same school, M. Grace Godwin, of the Walsh-Street School, and Hattie G. Sherman, of the Kinzie School, were received and accepted. Miss Alice Barnard was promoted

to the position occupied by Miss Jennings.....*High School*.—The graduating classes this year numbered, in the General Department, 32; in the Normal Department, 26. The final examinations of the term evinced that thorough scholarship which can only be the result of the careful instruction for which this school is noted. The productions of the graduating class were of a high degree of merit, both in the thought evinced and in the purity of diction and manner of delivery.....The Grammar and Primary schools closed with the usual exhibitions, which passed off with much *éclat*, gratifying, at the same time, the ambition of hundreds of the little ones and the pride of their parents. In some instances the occasion was made tributary to the pecuniary advantage of the school. Mr. Mahoney, of the Wells School, by evening entertainments, raised funds for the purchase of a fine piano. The Franklin School raised in a similar manner about \$150, and the Brown about \$125, for the purchase of books, apparatus, etc. The opportunity afforded the pupils for manifesting their esteem for their teachers was improved in many cases by presenting them with gifts, beautiful in themselves and always prized for their associations. Vacation has come, and all, both teachers and pupils, have set themselves about realizing their high expectations. Visits, excursions, pleasure at home and abroad, enter largely into the programme. Mr. Belfield, of the Jones School, and Mr. Mahoney of the Wells, take short trips to Europe. May the coming term find them all returned to their posts, with strength of mind and body renewed for the next year's contest.....*Reform School*.—The Report of the Superintendent gives some interesting statistics. The total number of inmates received into the institution since its opening, Nov. 30th, 1865, is 1,008, of which 1,000 were boys and 8 girls. Total number in the school during the past year was 310; sent out, 79; number on April 1, 1867, 240, of whom 232 were boys and 8 girls. The average age is 13 years 3 months and 25 days. Of the 75 boys received on commitment during the year, 5 confessed to grand larceny, 37 to petit larceny, 7 to vagrancy, 5 to being homeless, 2 to truancy, 8 to being incorrigible, 10 to burglary, and 1 to incendiarism. Of these 13 were street vagrants, 13 were newsboys, 6 bootblacks, 13 worked in shops, and the others were variously employed. The parentage of 30 was Irish, of 17 American, of 12 English, of 10 German, of 2 African, and of 1 each Scotch, Jewish, Norwegian, and Swedish. The youngest was 7 years and the oldest 16. The various work departments have employed 228 boys in the shoe-shop, small boys' workshop, chair and basket shop, farm, bakery and kitchen, laundry, and general work department. The amount of work performed is very encouraging and creditable. For instance, there have been 11,485 pounds of curled hair picked, 1,511 jackets, pants, caps or shirts made, 3,257 baskets made, 3,112 cane chairs seated or backed, 55,773 pairs of boots fitted, and 9,489 pairs bottomed, large amounts of vegetables and flowers raised, etc., etc. The amount earned by boys on work, aside from that required for themselves, was \$9,053.82. The Superintendent suggests that if sufficient means were furnished to procure stock, and if sufficient machinery were provided, the amount of revenue would be very greatly increased, while the practical education of the boys would be greatly promoted. The school is conducted on the family principle, each set of thirty having their own playgrounds and living apartments, but all attend one school and mingle in the workshops. Pains are taken to cultivate a love of music and flowers, and frequent holidays are granted, and made as pleasant as possible. The matron, Mrs. M. O. Bingham, reports that the first girl inmate was received in April, 1866, and that during the year seven have been added. The offenses of these were—petit larceny, three; homeless, two; incorrigible, three. Five are Americans and the rest Irish, German, and colored. They are employed in the laundry and in other household work, and trained to systematic, neat and orderly habits. The report closes with letters from boys who have gone out from the school and from persons to whom they have been sent, showing that many are becoming useful members of society.....*The Chicago University* will soon receive a present of \$150,000, of which \$50,000 comes from one individual. Of four donors who together give \$70,000, each represents a different religious denomination.

COOK COUNTY.—The Board of Supervisors have called D. S. Wentworth, Esq., late principal of the Dearborn School, and long identified with the schools of Chicago, to the charge of the County Normal School, at a salary of \$2,000. The school has been located at Blue Island, and is to open on the first

of September. Mr. Wentworth is one of the oldest and ablest educators in the West, and under his management we predict a success for the institution of which he takes charge.

CHESTER.—At an election held the 1st day of July, the proposition to levy an additional tax for the purpose of continuing the public schools ten months in stead of six was voted down. The editor of the *Democrat* says: "Not having voted ourselves, we must acknowledge our neglect of this important matter. We thought the people of Chester were alive to the welfare of the youth of our community and would attend to this matter. For the advancement of the educational interests of the county in general we proffer the use of a column to the friends of education, that they may create an enthusiasm in the cause, by filling it, every week, with matter pertaining thereto." We trust the friends of popular education will take advantage of this generous offer, and so keep the matter before the people that such a proposition can never again be defeated.

POLO.—We have received the Polo Public-School Offering, edited and published by L. B. Searle, Supt. of Schools. In it we find a graded course of instruction for the schools, a list of books used, the By-Laws, Rules and Regulations of the Board, with 20 pages of original communications, upon various matters. It is creditable to the school system of Polo and those connected with it.

CAIRO.—From the Public-School Tablet for the month of July, published by the pupils of the public schools, we take the following statistics for the month of June: Number of pupils enrolled, 473; average number belonging, 429; average daily attendance, 393; per cent. of attendance, 91; number of tardinesses, 81.

EGYPT.—Our friend John P. Stelle, of McLeansboro, writes of the present educational position and prospects from his portion of the state as follows: "Were some of our northern brothers to enter the house in which I am now teaching, they would doubtless turn away in disgust. It is built of rough logs, 16 × 18 feet long, commodiously(?) seated by splitting open a small log and putting pins in the round side for legs. The writing-desk is made by putting two pins into the wall and laying a plank upon them; while the ventilation is admirably provided for by the numerous cracks and crevices between the logs. The only window we boast of is a hole, 18 inches square, opposite the door, without glass, frame, or sash. Do not laugh, fellow teachers: this is precisely the house in which I am now endeavoring to teach the 'young idea how to shoot'; and, though we are in the midst of such homely surroundings, yet there are as promising intellects and as much latent genius here as our finer school-edifices can boast. All we lack is a rousing of the native talent which slumbers beneath the coarse exterior of the hardy sons of our persevering farmers; and, indeed, that talent is being aroused: an interest is waking up among the masses, and energy and zeal in the cause of education is manifesting itself among the people, before which the old-fogy institutions, which have so materially retarded the progress of education in Egypt, will crumble and fall, giving place to that spirit of improvement and activity which must soon place Egypt in her proper position in this great commonwealth. Our best educators are becoming alive to the responsibility and importance of their calling, teaching is fast becoming a profession, and merit is beginning to bear a premium, which hitherto has not been the case in Egypt. These omens can not be misunderstood. Give us a few more earnest teachers, a few good institutes, and Egypt, in stead of bearing that name as a reproach, on account of her resemblance mentally to ancient Egypt at a particular time in her history, will proudly bear it as an appellation of honor, still resembling the fertile valley of the Nile, but in wealth, learning, skill, and morality; being the garden spot not of Africa, but of the mighty continent of America.

WHITESIDE COUNTY INSTITUTE held its annual session in Sterling, beginning Tuesday, Aug. 27th, and closing Friday night. Prof. Thomas Metcalf, of the Normal, gave us much valuable instruction in Phonetic Analysis and Arithmetic. The various common branches were conducted by brilliant educators of our own county, among whom may be named Buell, Wright, Stager, Johnson, Smith, Phinney, Burr, Manning, and Misses Wilson and Hubbell. Lectures were given by Rev. J. Gierlow on Uses of Knowledge, by Prof. Metcalf on Training of Children, and by W. W. Davis on Talking as a Fine Art. The

attendance of teachers was large from all parts of the county, and much earnestness was shown in all the exercises. Indeed, the session just closed is considered the most profitable ever held in the county; and, doubtless, the coming terms of our schools, in town and country, will show new vigor on the part of both teachers and children. W. W. DAVIS, Secretary.

HAMILTON COUNTY.—The teachers of this county, truly appreciating the educational wants of the people, are manifesting a determination to do their part in supplying them. At a recent meeting they organized themselves into a county institute, and adopted a series of resolutions, of which lack of space permits us to give only an outline. Their purport is as follows: (1) Organizing an institute. (2) Urging a uniformity of text-books. (3) Recommending the furnishing of a blackboard in every school-room. (4) Presenting the duty of self-improvement and professional interest on the part of teachers. (5) Recognizing the *Illinois Teacher* as a valuable auxiliary in the work of teaching, and pledging it their support. (6) Extending the thanks of the institute to G. B. Robinson, Esq., County Superintendent, for his effective labors in the cause of education in Hamilton county.

MERCER COUNTY.—An institute of four weeks' duration, commencing August 20th, is now in progress at Aledo, under charge of Superintendent Atwater, assisted by Mr. S. M. Dickey, of Fulton. A report of exercises will be given next month.

BUREAU COUNTY.—A five-days institute was held at Princeton the last week in August. Judging from the list of instructors and lecturers announced, the exercises can not but have been both interesting and profitable. A full report will doubtless be furnished for our next issue.

STARK COUNTY.—Mr. B. G. Hall, the energetic and accomplished Superintendent, is holding a series of Normal Institutes in various localities in his county, the object of which is to give class-drill and instructions in the method and art of teaching the various branches required by law. The exercises consist, in part, of the manner of properly arranging and classifying a school, demonstrations of rules in Arithmetic, instructions in the art of Reading, and an especial drill in Orthography. The sessions continue four days—commencing at 9 o'clock Tuesday, and closing Friday afternoon.

FROM ABROAD.

MINNESOTA.—Edward D. Neil, of Minn., until recently a private secretary of President Johnson, has been appointed chief clerk in the National Department of Education.....We have received a circular issued by Hon. Mark H. Dunnell, recently appointed Superintendent of Public Instruction, announcing his entrance upon the duties of his office, and requesting the coöperation of the friends of education in his efforts to fulfill those duties. The state is fortunate in securing the services of so experienced and able a man as is Mr. Dunnell, and we trust he will meet with the fullest coöperation in all his plans for the advancement of the cause of education.

WISCONSIN.—*University.*—Hon. Paul Chadbourne has at last accepted the presidency of this institution. As reorganized, the departments of instruction are—(1) A College of Letters, embracing a four-years course in mathematics, ancient and modern languages, literature, and science. (2) A College of Arts, embracing a three-years course in mathematics, modern languages and literature, and the natural sciences in their application to agriculture and the arts. (3) A Preparatory Department. (4) A Department for Females, embracing a three-years course in language, literature, and science. The recitations in this department will be distinct from those of the other college classes. All the old professorships have been vacated, and the new faculty, in part, organized as follows: Prof. Wm. F. Allen, of N. J., has been elected to the chair of Ancient Languages and History; J. B. Parkinson, a graduate of the University, to the chair of Mathematics and the instruction of the preparatory class; Rev. Samuel Fallows, also a graduate, to the chair of Rhetoric and charge of the Normal Department. Prof. Sterling, of the old faculty, will temporarily remain in the chair of Natural Philosophy, Prof. Fuch in the chair of Modern Languages, and, probably, Prof. Carr in the chair of Chemistry. At the recent commencement there was one recipient of the degree A. B., four of that of P.

B., and four of that of A. M.....*Beloit College*.—The commencement exercises this year were made unusually interesting by the laying of the cornerstone of Memorial Hall. Addresses were delivered by Gov. Fairchild, Hon. J. L. Pickard, and others. The graduating class numbered thirteen.....All the instructors of the Lawrence University, except the President and Prof. Jones, will leave, on account of inadequate pay. Prof. J. E. Davis, now filling the chair of Physics and Chemistry, has been elected Lecturer on Chemistry in Chicago Medical College.

INDIANA.—*Notre Dame University*.—Degrees have recently been conferred as follows: Bachelor of Arts upon 8, Master of Arts upon 4, and Master of Accounts upon 18.....The amount of tuition revenue distributed among the various counties of the state, in May last, was \$1,041,587.36, giving \$1.82 to each child.....The State Board of Education, at a recent meeting, passed a resolution recommending daily reading from the Bible in all the common schools of the state.....There were four applicants for State Certificates. All were successful in standing the test of an examination lasting two full days.....The school trustees of Indianapolis are about erecting a new school-building, at an expense of \$33,000. Already the city can boast two new buildings, said to be the most complete and convenient of any in the West.....The Agricultural Land Scrip, covering 390,000 acres of land donated to the state by Congress, has been sold for \$212,195.....The state has lost one of her ablest educators, by the death of Prof. Benjamin S. Hoyt, of Asbury University.

MICHIGAN.—*University*.—The Executive Committee of the Board of Regents recommend the establishment of a School of Homœopathy at some place selected by the Board. At the last commencement, the degree of Bachelor of Arts was bestowed upon 27, Bachelor of Science 10, Civil Engineer 6, Mining Engineer 2, Doctor of Medicine 4, Master of Arts 6, Master of Science 6, Doctor of Laws 1. That of LL. D. was given to Hon. A. D. White, late Lecturer on History in the institution, now President of Cornell University, N. Y.

NEVADA.—The Governor, Superintendent of Public Instruction, and Surveyor-General, constitute the Board of Education of the state. The Superintendent of Public Instruction is paid \$2,000 per annum. He is authorized to convene a State Teachers' Institute annually, and to preside over and regulate the exercises. The institute must continue not less than five nor more than ten days. The expenses 'not exceeding \$100', are to be paid out of the State Treasury. He shall appoint 3 competent persons as a Board of Examiners in each county in the state. The Board of Education are to prescribe and cause to be adopted a uniform series of text-books in the principal studies pursued in the public schools.

COLORADO.—The law requires that whenever a gold, silver, copper or lead vein is discovered, 100 feet next the 200 feet allowed to the discoverer go to the benefit of the schools. Since 1865 1400 feet is granted by new law for discovery; but this will not probably hold when titles are sought for mineral veins, as the United States law does not allow it.

CALIFORNIA.—The State Teachers' Institute held its annual session in San Francisco May 8th. It was largely attended, and much interest was manifested by both teachers and people. Not the least wonderful thing connected with California is her progress in education. The first day's proceedings were an address by Mr. Winans, President of the San Francisco Board of Education; exhibition of methods employed in Instruction of Deaf Mutes, by Prof. Wilkinson, Principal of the Deaf-and-Dumb Asylum, illustrated by pupils from that institution; address by W. White, Esq.; and, in the evening, an address by Hon. John Swett, State Superintendent of Public Instruction. We wish we had space for a synopsis of this address. Mr. Swett gives the results of four years' efforts and labors in the educational field. Some points of progress we will give. Every board of examination, whether state, city, or county, must be composed of professional teachers exclusively; all examinations must be in writing, in certain specified studies, and certificates are issued for life, or for a length of time proportional to the grade of certificate issued. California is the only state in the Union in which teachers have gained the legal right to be examined exclusively by members of their own profession; and we have just cause to be proud of the fact. The State Board of Education has already issued 33 'State Life Diplomas', and the State Board of Examination has granted 62 State Educational Diplomas, valid for six years; 67 first-grade

certificates, valid for four years; 52 second-grade certificates, valid for two years; and 40 third-grade, valid for one year. The salaries of good female teachers have been materially increased. San Francisco pays the highest average salaries paid to female teachers in any public schools in the world. The salary of the female assistant in the State Normal School is \$1,300 a year. A dozen women in this city receive \$1,200, and a score \$1,000 a year, and these salaries are in gold. Set the standard high, and high wages will follow; set the standard high, and good schools will be the result; set the standard high, and teachers will be content to remain in the schools. Four years ago county institutes were held only in two or three counties in the state: now the law requires one annual institute in every county having ten school-districts, and further that teachers shall attend, and that trustees shall allow their wages to continue during the time of attendance. Then all school incidentals, such as pens, pencils, ink, and stationery, were furnished by the pupils themselves: now they are furnished by the district to the pupils, free of expense.....*State Normal School.*—The first class graduated in 1863. The whole number of graduates is 78. The report for the month of February shows 125 pupils enrolled, of whom 109 were females. There are 41 pupils in the Senior Class. In the training-school the whole number of pupils was 229.

NEW YORK.—There are in the City of New York 30,000 children between the ages of five and twelve who receive no education, and whose days are passed in poverty and idleness.....The shells collected by the late Augustus Gould, of Boston, consisting of 60,000 kinds, American, European, marine, fresh-water, and land, have been sent from Boston to the state geological rooms at Albany, N. Y. It is one of the finest collections in the country, and costs its present owners \$6,000.....The legislature at its last session passed an act amending certain sections of the general act of 1854. The Teacher calls it the crowning act of the legislature, establishing free schools throughout the state. Among other things, the trustees of every school-district are directed to give to the teachers the whole of the time spent by them in attending at any regular session or sessions of an institute in a county embracing the school-district or a part thereof, without deducting any thing from their wages for the time so spent,.....The Board of Education in Troy, by a vote of 9 to 7, have refused to rescind the rule denying to colored children the right of admission to the High School.

VIRGINIA.—The Legislature of Virginia has done a good thing in appropriating \$80,000 for the education of white and black children. Considering that this is done by a state where it was an offense three years ago to teach a slave to read, and where the condition of the free blacks was hardly any better, it indicates a glorious advance of public sentiment. It is also an act of wisdom.

WEST VIRGINIA.—The Normal School, at Fairmont, is in a most flourishing condition. The number of students exceeds expectations, and is constantly increasing. Most of those attending have been teachers, and their zeal and application to study are highly commendable. Teachers who thus embrace and improve the opportunity to better qualify themselves for teaching deserve to rank foremost in their profession. The Model School, connected with the Normal, contains about fifty pupils, and is really a good school. Mr. Cameron is a very zealous and industrious teacher, and is exceedingly popular among his pupils.

Vedette.

OHIO.—In the trial of a teacher for punishing a child, Judge Osborn recently charged the jury that the right of a teacher to inflict corporal punishment on a pupil was well settled by law, and that the mere excess of punishment did not render the teacher criminally liable, unless the evidence showed—(1) that the instrument was improper; (2) that permanent disability was caused; (3) that the punishment was inflicted in anger, hatred, or ill-will; or, (4) that the punishment was violent or cruel. "Not guilty" was the verdict. The *Ashland Times* says, "The decision was a righteous one; and had it been otherwise, we would give little for the discipline of the schools in our country."

KENTUCKY.—The citizens of Louisville have voted by more than 3000 majority, in favor of issuing additional city bonds to the amount of \$100,000, for the purpose of erecting new school-buildings.

TENNESSEE.—By the terms of the school-law recently enacted, the state is divided into 1700 districts and 7000 subdistricts. The voters in the subdistricts are to choose three directors, one of whom shall act as clerk. The clerks of

the subdistrict constitute the board of education for the district. The board of education in each county elect the county superintendent, whose term of office is three years. The available school-funds for the first year will be about \$530,000; number of children of school age, about 400,000.

MAINE.—The good people of Portland are building a new grammar-school house at an expense of \$100,000. It is to be 153 feet in length, 57 in breadth, 4 stories high, with French roof. It is to be of brick, with cornices and mouldings of cream-colored Canada brick. It is to be under the charge of a principal assisted by 24 subteachers.

VERMONT.—The State Reform School, located at Waterbury, contains 40 boys. They study 4 hours a day, work 6, play 2, give 2 to their meals, and 9 or 10 to sleep. From all parts of the state which have sent children expressions of satisfaction come up, for the manner in which they have been received and treated. One old sinner, whose son was sent here much against his father's wish (who preferred he should go to the state prison), on visiting the boy at the reform school, was so much impressed by what he saw and heard that he declared "he had never been in so good a place—he wished he could be admitted himself." The restraints imposed on the boys are very few, compared with those usually thought necessary, and the tendency of the managers is to greater freedom rather than less.

WASHINGTON, D. C.—The annual report of the school trustees of Washington shows that there were in the public schools on the first of January 4,850 scholars, of whom 34 per cent. are children of Government employes.

SCIENTIFIC NOTES.

BY J. W. O.

COMETS.—Dr. Edmund Weiss, of Vienna, has shown the identity of elements, not of one comet with one ring of meteors only, but of many comets with many rings of meteors; in fact, he would almost say that every known ring of meteors agrees in its elements with some one or other comet. Prof. Bruhns, of Leipsic, in some recently published remarks on comets, puts forth the conjecture that the breaking up of Biela's comet, in 1846, was due to its encounter with a ring of meteors, as he has found by calculation that at the time of its disruption it probably passed through such a ring. He also calls attention to the periodic frequency and rarity of discoveries of comets, and suggests that these bodies visit our skies in the greatest numbers at intervals of about ten years. Prof. D'Arrest, of Copenhagen, has also put forth some remarks upon the possible relations between the dispersion of Biela's comet and the appearance of meteors; and at a recent meeting of the French Academy of Sciences, M. Delannay presented, in the name of M. Faye, a memoir on the synthesis of different phenomena known under the names of zodiacal light, aurora borealis, bolides, falling stars, and aërolites, all of which he attributes to a cometary matter, which, coming from the depths of space and approaching the sun, is disseminated and dispersed about the planetary and terrestrial system.

THE HYGRODEIK.—There has been patented lately at Washington an ingenious adaptation of Daniel's hygrometer called the hygrodeik. It is intended to show at a glance, by a hand on a dial, the relative humidity of the air of an apartment. An Englishman by the name of Appold has, however, an appliance which not only does this, but regulates the humidity of the room in which it is, by sending a fine spray of water, automatically, through the air whenever it becomes too dry.

ITALY.—The Italian Government has adopted an astronomical meridian passing through the dome of St. Peter's at Rome. All the railway clocks in Italy are regulated to Rome mean time. A suggestion has been made, which is very unlikely to be carried out, that all Europe should adopt this as a common meridian.

PRESERVATION OF MEAT.—A new process has been patented in England by Prof Gamgee. By a novel and apparently painless method of slaughter, the cattle are made to undergo the preliminary pickling stage while in *articulo mortis*, and by this means the meat is endowed with the power of resisting de-

composition, preserving its pink color for five or six weeks. The completion of the process consists in packing the joints in an iron case, exhausting the air, then filling up to saturation with a certain vapor, and soldering down the cover. A sirloin of beef killed three months before was examined, and could not be distinguished from fresh meat.

WATER FROM CITY PUMPS.—Dr. Letheby has drawn the attention of the London Commissioners of Sewers to the danger of using the water drawn from the city pumps. He shows conclusively that the coolness of such water is derived from substances such as nitrate of potash and common salt, which are formed as the result of animal decompositions from churchyards and infiltrated soils.

PAPER WATER-PIPES.—The English papers speak favorably of some water-pipes and cisterns which effectually resist the action of frost, and which, strange as it may seem, are made of paper. At the Albion Works near Battersea Bridge, during the last winter, there was a brick tank containing several tons of water, which had ice several inches thick upon it; while by its side was one made of paper boards in which the water was not the least frozen. At the same place, while iron pipes were freezing and bursting, some paper pipes effectually resisted the frost, and remained sound.

VISIBLE SPEECH.—About two years ago some excitement was produced by the exhibition of a system of visible speech, invented by Prof. Bell, which seems capable of working wonders in the way of intercommunication in unknown languages. Meanwhile a French lady, the widow of one François Sudre, has published the result of her husband's forty-five years' study of a universal language, which, it would appear, is similar to the system of Prof. Bell. Madame Sudre has been teaching her method, and it is said that her pupils, after ten weeks' study, can write and talk this language accurately. It is further asserted that they would be fit to travel all over the world and make themselves understood, *if this ingenious speech were known all over the world also.*

SODIUM.—The explosive force of sodium has been found so powerful that 600 grammes (about $1\frac{1}{4}$ lbs.) of it, in contact with a spoonful of water, will have the same effect as 1800 kilogrammes (nearly 2 tons) of gunpowder.

NOTICES OF BOOKS AND PERIODICALS.

(1) If the Grammar just sent forth by Mr. Bingham, of Mebaneville, N. C., were a poor one, it would be a much easier task to do our duty as a reviewer of it. No man can have an excuse at the present time for offering a new work on grammar, unless he has something to present decidedly different from extant treatises in matter or superior to them in development and treatment of the subject. A poor grammar or a mediocre one may be shelved at once. But here we have a good one, which makes a considerable advance from the ordinary level in respect to its matter, and which is excellent in its arrangement; and to give reason for our commendation, should we undertake the labor in full, would require more space and time than we can take.

The author says in his preface, after mentioning the Latin, Celtic, Saxon and Norman-French elements of the language, "Out of all these elements, whose mingling-together is veiled in the obscurity of the Dark Ages, the English language has grown, strong as the old oaks of the English forests, and no less rough and gnarled than they,—by far the most difficult language with which the author of this treatise is acquainted, and one which has baffled the acumen of some of the profoundest scholars of this country." What! a difficult language, when we all speak it so readily? Yes, indeed: difficult to analyze, to classify, to present in the harness of rules and general statements, though the simplest of languages in its forms: not difficult to acquire by practice and daily use and reading; but difficult to the grammarian. Mr. Bingham must allow us to say that some of the difficulties that he has met with find their strength in a fact indicated by him near the close of his very modest and judicious preface: he says that "his ideas of Etymology and Syntax have been

(1) A GRAMMAR OF THE ENGLISH LANGUAGE, for the use of Schools and Academies. With copious parsing exercises. By Wm. Bingham, A.M., Superintendent of the Bingham School. Philadelphia: E. H. Butler & Co. 1888.

mainly derived from the German grammars of the Latin and Greek languages." Why, we might as well try to deduce the laws of growth of those tough old English oaks from a study of oriental palms, Grecian olive-trees, and Italian vines, as to make English syntax and etymology on Greek and Latin foundations. The author has shown so much acumen in dealing with the questions that seemed to him to require *original* solution that we are sure he might have ventured further, and have given us some English definitions and distinctions where his following those which are true for Greek and Latin does but lead into difficulty.

There are a few points which are tests for the trial of a grammar, and to which we refer at once; not to see whether the author's views are the same as ours, but to see whether he has recognized the real difficulties, and how he gets over or avoids them. One of these is the Relative Pronoun; another is Case; another, the Preposition; another, the Verb, the definition of it, and the treatment of Mood; and another, the Syntax of Propositions. Mr. Bingham follows the Latin and our mother tongue the Anglo-Saxon in making five cases; this may make the syntax plainer, and we suppose he has adopted it for this reason. We can not commend his definition of *Case*, especially as he immediately annuls it in a note: there is really no need of the term in English Grammar, though it may be retained as a convenience for some purposes. His treatment of the Relative Pronoun is simple, clear, and philosophical. His doctrine of the Verb is more nearly consistent than that of any other grammar we remember; and this is no small praise, in our view. His doctrine of the subjunctive we particularly like; also, his treatment of the potential, which is by giving it no place in the scheme of the verb: he says "we might as well call 'I felt him strike', the *feeling* mood; 'I saw him strike', the *seeing* mood; 'I heard him strike', the *hearing* mood,—as to call 'I can strike' the potential mood." The instances are not exactly parallel: better examples are these: 'I need strike' as a *necessitous* mood, and 'I dare strike' as an *audacious* mood; for these are exactly parallel to the so-called potential mood. Mr. Bingham uses the term *Gerund* for the participle-noun, which is a very desirable improvement, though the English gerund is not exactly parallel with the Latin: and he brings out the marked difference between the finite verb and those verbals (viz., the infinitive, participle, and gerund) which are really not verbs at all, and which he calls the indefinite verb. As to the Preposition, the author has been wise enough to avoid the failure of every grammarian who has attempted to give a definition of this 'part of speech', since he does not try to define it at all, and he knows enough not to put into his list *concerning, during, except, excepting, notwithstanding, respecting, contrary to, according to, as to, in stead of, pending, touching, despite, but for*, and half a dozen others which disfigure the list of another much-praised and really commendable book which is on our table. It is a pity that authors have not yet found out what a preposition is, so as to be guided by a principle in making out their lists. As Muligan says, more light is needed on the preposition, simple as it may seem to the superficial.

But enough. This book is not an innovating Ishmaelitish work, but is very conservative of the old way, except in a few points; and its changes are mostly for the better in the way of simplifying and making plainer what is dark enough at best. Its imperfections are such as we find in all the current treatises on the same subject, and no discussion of them is necessary here.

The volume is well printed and bound; the publishers have done their part well, and, as the date of the title-page shows, mean to be well in advance of the times.

S. W.

(2) We have received specimen pages of this work, from which we should judge that the subject is well presented for the edification and instruction of the little folks. The illustrations are especially attractive. There are occasional excellent suggestions for teachers.

(3) We can no better indicate the character of this book than by giving its contents. The first 19 pages contain a list of words similarly pronounced but

(2) WOOD'S GEOGRAPHICAL TEXT-BOOKS. *A Primary Geography*. By James Cruikshank, LL. D., Assistant Superintendent of Schools, Brooklyn, N. Y.

(3) SMITH'S HAND-BOOK OF ETYMOLOGY. A complete Etymology of the English Language. By Wm. W. Smith, author of 'The Little Speller', 'The Juvenile Definer', etc. New York: A. S. Barnes & Co. pp 320.

differently spelled, with their definitions; the next 15 pages contain words spelled and pronounced alike but differently defined; then follow 8 pages of rules for spelling, with illustrations. Part Second contains tables of prefixes from the Saxon, Latin, and Greek, and roots and derivatives from the Anglo-Saxon, French, Dutch, German, Welsh, Danish, Gothic, Swedish, Gaelic, Italian, Latin, and Greek, all arranged alphabetically. This analysis of words shows clearly the sources from which our common language is derived, with the extent from each. Mr. Smith has amply demonstrated the right of the Anglo-Saxon to the appellation of our 'mother tongue'. As a hand-book of reference for the history of words in common use, we know of nothing more compact and convenient. w.

(4) SPEAKING from an experience of several years in teaching classes in reading and elocution, the author gives the key-note to his work, "Be natural." In all his analyses, exercises, and instructions, he makes this single idea prominent above all others. The first chapter contains valuable practical suggestions on the Culture of the Voice, based on the work on that subject by Dr. Rush. A series of exercises calculated to give strength and variety of utterance is inserted, with careful directions to the learner. Chapters follow on Reading, Personation, Action, Habits, Force, Pitch, Time, etc. The chief effort seems to be, very sensibly, to develop the necessary conditions which must precede good reading and speaking, rather than to gather a large number of exercises for practice, as is usually done. It is a manual of practice for the student. The selections, though few, embrace all the variety contained in larger volumes. w.

(5) OWING to a pressure of other duties, Hon. Henry Barnard has withdrawn from the active management of this journal, and Prof. D. N. Camp, formerly Superintendent of Public Instruction in Connecticut, assumes the responsibility of continuing its publication. The first number of the National Series will be issued in September (the present month), and it will appear quarterly thereafter. Terms,—for the volume, 4 numbers, \$4.00; single number, \$1.25. Address American Journal of Education, Hartford, Ct. w.

(6) THE Congregational churches of the Northwest, dissatisfied with the spirit which has lately developed itself in the management of the New-York Independent, and feeling that the growing wants of their denomination at home demand such a step, have decided to establish a weekly religious paper under the above title. It will represent Congregational principles and polity, but will be conducted in a spirit of courtesy and fraternity toward all Christians. The form will be what is popularly termed a double sheet of eight pages, of the size and style of the N. Y. Evangelist. The aim of the proprietors is to advance the cause of evangelical religion, in its relations not only to doctrine, worship, and ecclesiastical polity, but also to philosophy, science, literature, politics, business, amusements, art, morals, philanthropy, and whatever else conduces to the glory of God and the good of man by its bearing upon Christian civilization. The paper will be under the editorial charge of Rev. Wm. W. Patton, D. D., for a long time pastor of the leading Congregational church in the West, assisted by competent associates and able contributors at home and abroad. Its financial and market reports will make it valuable to all business men throughout the country. Judging of the paper from the character of its management, it will take high stand among similar publication. The first number will be issued the first of September. w.

(7) We are not conversant with the merits or demerits of the various agricultural journals of the day. We only know that every tiller of the soil ought to take and read one or more of the best. This new monthly of 16 pages, quarto, is well gotten up, and filled with matter of interest and value. It is published at very low rates, and seems to us worthy of extended patronage.

(4) VOICE AND ACTION. A New and Practical System of the Culture of Voice and Action, and a Complete Analysis of the Human Passions, with an Appendix of Readings and Recitations. By Prof. J. E. Frobisher. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 264 pages.

(5) AMERICAN JOURNAL OF EDUCATION — *National Series*.

(6) THE ADVANCE. A new Religious Paper. Published by 'The Advance Company', P. O. Drawer 6374, Chicago, Ill. \$2.50 per annum, in advance.

(7) LOWE'S FARM AND FRESIDE JOURNAL. J. Payne Lowe, 32 Courtlandt St., N. Y.

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NUMBER 10.

WAKING UP THE MIND.

THERE is such a thing as the awakening of the mind. In the earliest stages of learning the mind seems to make but one form of effort, that of remembering. It receives and retains facts, in part voluntarily, and in part involuntarily. Receiving and retaining the facts of knowledge are almost the only mental operations of a child for a number of years, varying, however, very greatly according to the amount of natural endowment. At that time the learner makes scarcely any effort of mind but the effort to remember. This he calls 'learning his lesson'. All this he can do without any real thinking; that is, without an effort to *understand* what he is required to learn. The mind seems to be in a sort of slumber as yet, and has not conceived the possibility of being otherwise occupied with the subjects to which its attention is called than simply to remember *them. And, if it succeeds in retaining them in the memory, it is satisfied, at least with its own performance. But it is not satisfied with its own condition in regard to the facts received. It is not, and can not be, satisfied with simply knowing that a thing is: it wants to know how and why it is. It becomes restless in its exercises, like one awakening from sleep, and begins to put forth other powers, which it has not employed before. There are promptings from within, like those which impel the child to its first toddling attempts to walk. It begins to see that two things may enter into the composition of another, and, in order to do that, must sustain a certain relation to each other. It sees that there are such things as relations in the facts and ideas to be received; and then comes the effort to *understand*, as well as remember. This is the mind's first consciousness in knowledge. It perceives that knowledge is not a jumble of disjointed facts, but that it is connected like the materials of a building, and hence has uses. The dawning of the power to view knowledge in this way is the awaking of the mind. Up to that time it really knew nothing of itself, and seemed to have no higher con-

sconsciousness than the brute. But now, all at once, it becomes conscious of an energy which it had not suspected hitherto, and every thing begins to assume a different appearance from that which it had before.

The writer remembers well when his mind waked up in this manner, especially on the subject of grammar. For a year he had been drilled in the definitions and rules of English Grammar, and had acquired a pretty thorough mechanical mastery of them; but that was all. He *remembered* the different classes of words, and could readily assign words to their proper class; but of the real relation of words he knew nothing. He was then placed under the care of another teacher, who took pains, by simple illustrations, to point out the fact that words stood in an intelligible relation to each other, and *how* they were related. This opened up a new world in that hitherto dry and abstract subject. All at once the desert, which English Grammar seemed to be before, was turned into a fruitful and flowery field, in which the awakening understanding fairly reveled with ever-increasing delight.

This experience has suggested the idea that, by proper management on the part of the teacher, many a mind might be made conscious of its dormant powers at a period much earlier than is usual with the ordinary methods of teaching. There is no doubt that this can be accomplished at an early period of childhood; and the teacher who knows best how to do this is the best educator. The mind of a child delights more in understanding than in merely remembering, as well as that of the adult; hence, if the teacher succeeds in waking up the mind, he has removed a great deal of the drudgery that used to clog every effort, and discourage mental exertion of any kind. From that time forth he has a most efficient assistant in his work in that awakened mind itself. The main difficulty is to know how to arouse the differently constituted minds,—how to get hold of them, as it were, and by what means to stir them up. This requires close observation, and a tact which comparatively few seem to possess. Yet any one who possesses natural aptitude for teaching, even in moderate degree, can, with *caré* and attention, acquire a sufficient amount of skill in this direction to make his work far more profitable to the learner, and vastly more pleasant to himself, than it ordinarily is.

If the teacher is thorough master of the subject in hand, *i. e.*, knows all its parts and their relation to each other, he can take the pupil, step by step, through its different departments, and make him understand it as he goes along. It is like leading him through the various rooms of a building in process of erection, and explaining how the materials are related to each other. If the child were to ask about the structure of a hinge or a lock, the use of a nail or a screw, it would be easy to make the matter plain to him if the instructor understood it himself; and thus, by degrees, he could lead the young inquirer to look at all the details of a dwelling-house in their relation to each

other, and impart to him a full notion of the structure of a house. This is, indeed, the process observed in most class-books,—commencing with the simplest principles separately, and afterward presenting them in their combinations. But usually much remains for the teacher to do, in order to get the mind to work with and on the elements which it receives, and learn to view them in their proper connections. This is a chief end in the work of teaching, and claims the constant attention of the teacher who would be a successful educator.

THE STEREOSCOPE IN THE SCHOOL-ROOM.

I HAVE lately taken charge of a new high school where I have been permitted to carry out, in its furnishing, my own ideas of what is really needed to make the school a success. Whether my ideas are correct or not remains to be seen. Our Board of Education had faith enough in me to try my plan. Although their school-building cost a large sum of money, they have not been afraid to furnish the inside of the house, and have recognized that apparatus and library are most easily procured at the outset.

Among our means of study are nearly two hundred stereoscopic views. They are designed principally to teach geography and history. They illustrate the scenery of different countries, the architecture, the dress, the productions and the art of several nations. They are from Egypt, from China, from Japan, from Cuba, from Ecuador, as well as from the great cities of the world. There are many pupils on our flat prairies who have never seen a mountain or a river, or even a rock, and they can see in our collection of views the Yo-Semite valley with its giant precipices and its misty waterfall, the Cataract of Niagara, and the Valley of Lauterbrunnen, with the bridal veil of the Staubbach streaming from the lofty cliff. They have never seen a ship, but they can see in our school-room the gigantic Great Eastern looming up among a shoal of smaller craft. Our lesson is on Cuba, and we have the Moro Castle, the Plaza of Havana, a grove of palm-trees, and the interior of a sugar-house. A volcano is our subject, and we have a view of the cone of Cotopaxi rising high above vast Andean valleys. Our history-lesson yesterday mentioned the Druid temples, and we have Stonehenge pictured for them with daisies growing among the giant stones. We are reading 'Edinburgh after Flodden', and the quaint streets of 'auld Reekie' are before us, with the old castle towering over all. London, Paris, Rome, Venice, Egypt, Palestine, New York, Washington, all are made to furnish us with something to teach the mind through the eye. The historic fields of the rebellion are not forgotten.

With these to aid the eye and chain the attention, with a Universal Atlas and a Gazetteer, with Guyot's largest physical maps, with Bradshaw's Railway Guide for England, and Harper's Hand-Book for Travelers in Europe and the East, we propose to take our students in geography on some delightful journeys, and it may not be too sanguine to believe that a child may be made thus to know more of the real life of foreign or of distant lands than is often known by the hasty or careless traveler who visits them.

H. L. B.

GEOGRAPHY AND WARFARE.

I was puzzled for a time by the assertion, contained in Scott's *Life of Napoleon*, that the naval superiority of Great Britain was owing to causes which could not be overcome by equal valor, or even by equal skill, on the part of the French. An article which I found in one of the bound volumes of Putnam's Magazine solved the mystery to my satisfaction. A ship of war must be freshly supplied with coal quite often—once in twelve days, I think. The colonial system of Great Britain has 'dotted the globe' with harbors in which her ships may find protection and supplies at all times, while a squadron hostile to her would find it almost impossible to make a long voyage. A map constructed with especial reference to these facts would be an interesting object of study. It would show distinctly the British colonies and seaports, all over the world; the distance from one harbor to another; the point from which a British fleet could operate against New York, Savannah, New Orleans, or any other important city. Perhaps, also, some prominence could be given to the attempts of the French to establish colonies in Cochin-China, Algeria, Mexico, and other regions.

So, too, of our own country. The topography of Virginia has been impressed upon thousands of memories by the events of our recent struggle. Through the Welland Canal, British gunboats might ascend to the lakes, destroy our shipping, and lay our cities under contribution. How could they be prevented, in case of war? What military use could be made of the Atlantic cable?

I do not venture to assert that a Higher Geography could be wisely compiled with especial reference to the strategical value of certain points; but I do feel sure that the impressions derived from such a work would be far more vivid and enduring than those obtained from ordinary text-books. As battle descriptions are the most interesting and best remembered portions of history, so Military Geography has an especial fascination, which might possibly be made available in the preparation of books for the young. I was once surprised by the fa-

miliarity with German provinces and localities evinced by a very young student. He had been tracing Napoleon's campaigns on the map. I owe most of my present knowledge of geography—not very extensive, I confess—to a habit which I had of setting states and kingdoms at loggerheads, and following imaginary armies through imaginary wars. Europe was my favorite field for these manœuvres, and my seat-mate once asked me "What are you always looking out on that map?" I did not tell him. I felt guilty, for I thought I was wasting time; but I now believe that my most profitable hours at school were passed in these amusements.

M.

PRACTICAL PRIMARY EDUCATION.

CHILDREN bring to the school, when they enter it for the first time, a greater or smaller fund of information concerning the more common and obvious facts of every-day life. This preliminary natural education, though commonly ignored by the teacher, ought to form the basis and starting-point of school training. The child's previous acquisitions should be fully recognized, and he should be encouraged to obtain other knowledge of like character. Then, from seeking facts by observation and personal inquiry, he may easily and naturally be led to seek facts which have been recorded in books. "First things, then ideas, then words."

Command of words comes only from use. Here nature aids the teacher. Children like to tell what they know, and the exercise of this trait of childhood should be more studiously encouraged in the school-room. Pupils should be incited to talk freely of what they have seen and heard, then led to notice and tell about other things which fall within the range of their daily experience. Under the guidance of an intelligent teacher, such talks will never degenerate into irrelevant or disorderly prattle. While the children are encouraged to say what they think, the teachers must lead them to think only about the subject or object immediately in hand. Definiteness of thought and expression may be taught first by conversations about the sensible properties of bodies, making each property the subject of separate and repeated conversations. By this means the child's vocabulary of words relating to the *shape, size, color, feel, weight*, and other properties of matter, will be largely extended. During these conversations, objects illustrating the property under consideration should be shown to the children, and they should be encouraged to mention, or to bring from their homes, other objects having the same property

—bits of cloth, ribbon, paper, leaves, flowers, for example, if *color* be the subject.

Almost any class of objects will do to begin with: for instance, the kinds of tools used by laborers and artisans. The kinds of tools will lead to the kinds of materials upon which they are used, these to the places whence the materials are obtained—to the lumber-yard, and the kinds of wood to be found there, where the wood comes from, and how it grows; to the quarry or the brick-yard, the character and uses of the different sorts of brick and stone; to the things cultivated and made by laborers and artisans, their uses, and where they may be obtained. This will lead to the market and the store, and so on through the entire range of each child's field of observation.

These several points should not be discussed at random, but taken up in order, and the conversation confined to one thing at a time. For example, let the teacher write upon the blackboard for a subject

WHAT PEOPLE DO FOR A LIVING.

The children who can name a trade or other occupation raise their hands; then the teacher calls upon one at a time to mention some thing which people do for a living (no repetitions being allowed), and writes the name or the leading word of the answer upon the board. The first time the subject is presented, the pupils will probably exhaust their stock of information in a few minutes. Let the same topic be announced for an exercise say on that day week. By that time the pupils will be ready to name more things that people do for a living than the teacher probably ever thought of. The teacher should avoid telling the pupils any thing that they can find out in any other way, and should train them to promptness by never waiting for one pupil to think of something to say when others are already prepared to answer. The brighter children will stimulate to greater activity those who naturally observe and think less.

The value of this kind of training consists largely in the habits of methodical observation, thinking, and describing, which it cultivates; and also in stimulating children to become independent, self-reliant discoverers of knowledge. It will also be observed that it is eminently natural. It continues in the school-room the very methods of acquiring knowledge which the child has followed from the first. Ten or fifteen minutes a day spent in exercises of this character, upon topics generally outside the lessons of the book, can not fail to greatly facilitate the pupil's progress in the lessons from the book.

This we found from personal examination during a recent visit to a school where we witnessed with great satisfaction both the process and the results of this method of primary teaching. A sketch of one of the several exercises which we saw will give some idea of their general character. To be fully appreciated, they must be seen. It is impos-

sible to describe the animation of the pupils, the keenness of observation, and the fertility of resources, which they manifested in obtaining facts. In truth, almost every thing which gave interest to the exercise, and constituted the best evidence of its value, must be left to the reader's imagination, or, what is better, to his personal observation.

The lesson began with a talk about *trades*. In a few moments a long list of occupations had been named and written upon the board. Then one was selected for a particular exercise. It happened to be *House-building*. The teacher wrote upon the board catch-words as follows:

PARTS OF HOUSE—MATERIALS USED—WORKMEN EMPLOYED—TOOLS USED, etc.

Then each subject was taken up in order, the teacher writing in columns the principal words, as the pupils named, with great minuteness, the several parts of a house, and what they are for; the materials used and where obtained, and so on until each topic was exhausted. The amount of information exhibited by these little urchins (their ages would average about ten years) was truly surprising. We asked one little fellow, who was ready to talk about varieties of timber as long as the teacher would let him, where he learned it all. "Went to the lumber-yard and asked the men," he replied. Another said that his uncle was a cabinet-maker, and he asked him. No two had obtained their information in the same way, yet all were overflowing with facts which they were anxious to communicate.

Then there followed an exercise in which the pupils seemed especially interested. One boy stood at the board and said "I intend to build a house: who wants a job?" Forty hands were up in an instant. The teacher designated a boy, who said "I am a laborer. I will agree to dig the cellar nine feet deep at such a price." His bid was entered upon the board. Another was a mason, and would do the mason-work for so much. Others were painters, plumbers, roofers—in short, every required trade was represented. Each one was ready to put in a bid, and to do it intelligently, until the house was finished 'with all the modern conveniences'. In another room a class of little girls 'furnished' the house, from basement to attic, naming more articles of furniture, with their uses, than we had ever heard of.

In conducting these exercises, the teacher merely directs. For the time being, her duty is to draw out, not to instill—to *educate* rather than *instruct*. A given topic is not taken up day after day, but only at stated intervals, generally once a week; the intervening exercises having reference to other subjects. The pupils know when a topic will be up again, and, in the mean time, are wide awake for information, each being ambitious to bring in a greater amount than any of his fellows. When their field of observation is exhausted in a given direction, or they begin to repeat or show signs of declining interest, some fresh topic is introduced. As might be anticipated, the same vi-

vacuity, clearness of thought, and straightforwardness of expression, developed in these talks about outside matters, are shown also in the regular recitations. The pupils, so far from losing the time thus spent, are uniformly ahead of their *grade*.

The system is not in itself new. We might say that it has always been used, more or less, by good teachers. But we believe that it has never before been systematized and made a recognized part of primary training in the public schools. So many promising experiments in education have ultimately failed, that it is hardly safe to predict general success of any method, no matter how well it may work in certain hands. This system, however, seems so natural and easy, it suits so well the dispositions of children, and requires so little of the teacher, that we can not see why it shall not become a leading element in primary instruction every where.

Educational Monthly.

S H E A V E S .

THE time for toil is past and night has come,
The last and saddest of the harvest eves;
Worn out with labor long and wearisome,
Drooping and faint, the reapers hasten home,
Each laden with his sheaves.

Last of the laborers, Thy feet I gain,
Lord of the harvest; and my spirit grieves
That I am burdened, not so much with grain
As with a heaviness of heart and brain:
Master, behold my sheaves!

Few, light, and worthless,—yet their trifling weight
Through all my frame a weary aching leaves;
For long I struggled with my hapless fate,
And staid and toiled till it was dark and late,—
Yet these are all my sheaves!

Full well I know I have more tares than wheat,
Brambles and flowers, dry stalks, and withered leaves;
Therefore I blush and weep, as at Thy feet
I kneel down reverently, and repeat,
Master, behold my sheaves!

But I will gather strength and hope anew;
For well I know Thy patient love perceives,
Not what I did, but what I strove to do;
And though the full, ripe ears be sadly few,
Thou wilt accept my sheaves.

Selected.

COLLEGE REFORM.

SYNOPSIS OF PRES. STURTEVANT'S ADDRESS, DELIVERED BEFORE THE MEETING OF COLLEGE OFFICERS AT SPRINGFIELD.

THE speaker first spoke of the indefiniteness of the theme, the subject presenting itself under different aspects to different persons. Of the various subjects that may be included, it will be more conducive to the objects of this meeting to present the general condition of university education in our own and in neighboring communities, for the purpose of ascertaining what reforms are here practicable and desirable, and by what methods and with what degree of earnestness and hope we are to pursue them. The province of the common school, the high school, and the college, was then defined, and it was shown that the latter should be places for higher culture than can be attained at either of the former; where superior men and means—apparatus, library, objects of art, lectures, etc., may be collected, to inspire and aid the student. The speaker then passed to consider the condition of our own colleges, and asked if we have any that in any reasonable degree meet our conceptions of what such institutions should be. We have certainly more than twelve colleges in the state, and it is highly probable that a much greater number will be found to be represented in this convention. Then the question may properly be asked, How many students have we in all these colleges who may properly be called college students? The question is not—How many names appear on our college catalogues?—for it is well known that many names are there enrolled that can not with any propriety be counted in such an enumeration. Does any one believe that in all our colleges we have as many students of this class as are now pursuing the undergraduate course at Yale, or even at Amherst? And how many really learned and able professors have we, how many libraries, instruments of instruction, specimens of science and art?

The first step in reform, then, is to restore the words 'university' and 'college' to their true meaning. At the former meeting of this association, in speaking of the unpopularity of colleges, it was stated that the common-school interests regard colleges with jealousy. If so, I am persuaded that it is caused entirely by the fact that the colleges are, at present, out of their proper place in the system, and are in unnatural competition with schools of lower grade. Our catalogues are filled up with names of those whose studies indicate that their proper place is the high school, the female seminary, or the common school. The objection may be made that the number of proper college students is so small that it is impossible to carry out the reform indicated. The reply is—(1) The colleges can not be respectable or reputable till they are put in their proper place. (2) When this is done, we may hope to recall the large number of promising students who have gone to other states to obtain their education. (3) If the number of students in each college shall be too meagre, this fact may throw light on the question whether we have too many colleges. The objection may be made that colleges are compelled to prepare their own students. The answer is that this necessity may have existed formerly, but has now ceased. If the colleges confine themselves to their own proper work, they will soon find there is no lack of preparatory instruction. One objection

exists to which I have no answer: it is the inadequacy of the pecuniary resources of our colleges.

Prof. Agassiz proposed, several years since, that all the colleges of Massachusetts, viz., Williams and Amherst, should remove to Cambridge and unite their resources in one university, each college retaining its own funds and its own organization. I think a similar proposition would be eminently worthy of the consideration of the colleges of this state. Let them choose the best site in the state, and on that unite themselves into one university. If this were accomplished, we should be placed at once ahead of any universities in our country, and be prepared to enter on the discussion of other reforms which seem to many to be indicated. I feel, however, that they all are of very small importance compared with the one topic thus far considered. For example, the question of admitting women to our colleges would become one of very small practical importance if we confine our colleges to their proper function as instruments of vigorous and thorough training in the higher departments of learning. If Yale and Harvard to-day were opened to woman, I do not think the number of female names appearing in their catalogues would be at present, sufficient to affect greatly the number in the aggregate: not because women are not able to pursue these studies, but because it is felt that that is not the sort of education they need.

Another question is upon college dormitories. I think the convictions of those who have investigated the matter most thoroughly are gradually arriving at the conclusion that, on all accounts, it is better that they shall be abolished.

There is yet another important topic on which I shall be expected to say something. Shall our system of classification be retained? Shall all students be required to pursue the same course, and in the same time? The English Universities do not require this. The speaker argued for the abolition of the exclusive class-system, stating the result in his own college to be satisfactory, and meeting in a very able manner the objections to it.

We have given above but a mere outline, as our space forbids our giving more. The question is one of interest to all, and one which must necessarily be thoroughly discussed. We shall endeavor to give synopses of the addresses of Pres. Curtis and Pres. Allyn in our next.

M I S T A K E S .

Avoid the mistake of limiting too strictly your studies to your own specialty, or your intercourse to your own particular sect or caste. There are some advantages undoubtedly in exclusivism. The man who all his life does nothing but make pin-heads will, doubtless, by limiting his faculties exclusively to that one thing, learn to make pin-heads better and cheaper than the man who divides his attention among several branches of industry. But man dwarfs himself if he pushes *too* far the doctrine of the subdivision of labor. He may, per-

haps, render himself worth more as a maker of pin-heads, but he is worth less as a man. Every man, in order to his own individual perfection as a man, needs at times to travel outside of the circle of himself and of his own peculiar ideas, and to come in contact with others, and those unlike himself in age, sex, occupation, tastes, and opinions. When men of the same age and class herd together, they always degenerate. When you go into society, then, do not single out persons of exactly your own age and calling to talk with. This is only to carry the shop or office into the parlor. All truth is affiliated. If you would know any one thing perfectly, you must know partially many other things. A man does not become perfect by studying nothing but English Grammar. He must study collaterally other grammars and other languages, before he can become intelligently master of his own. So, too, he must generalize the principles of Arithmetic by studying Algebra, before he can become a perfect arithmetician. So of every human art and pursuit. Nothing is isolated. While you do well to give your attention to what you have selected as your specialty, do not neglect collateral studies, do not exclude studies even the most remote from your ordinary uses. Whatever can make you more accomplished and complete in yourself, as a man, is worthy of your attention, and will, in the end, make you more proficient in your particular calling.

Dr. JOHN S. HART, in 'Mistakes of Educated Men'.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

THE MONTH.

The word *Month* is derived from the Anglo-Saxon *mona*, which signifies *moon*. It marks the interval of time from one *new moon* to *new moon* again. The period is twenty-nine days and a half; or, more accurately, 29 days 12 hours 44 minutes and 3 seconds. As the changes of the moon from new to full, and from full to new, were so great as to attract the attention of every one, this method of reckoning *by moons* is of the very earliest antiquity. From the time of Romulus to Numa the year was divided into ten months; the first was March, and the last December, from the Latin word *Decem*. About this time January and February were added, and the year was made to commence about the time of the winter solstice.

As the time of one lunation is $29\frac{1}{2}$ days nearly, the ancient Jews, Arabs, Turks, and Greeks, divided the months alternately into 29 and 30 days, making the year consist of 354 days. Finding that the year

was too short by 11 days, they applied themselves to the task of correcting it. They first added a month every three years; afterward, three months every eight years; and finally, eight months every nineteen years. The term *Embolismic* was applied to the year receiving the intercalated month. But these attempts to make the lunar *embolismic* year conform to the solar year were unavailing: the two periods were *incommensurate*, and consequently the seasons did not occur, from year to year, in the same months. Hence, from the time of Romulus to the time of Julius Cæsar, the high priest was compelled to publish tables, to inform the people when Spring, Summer, Autumn and Winter began.

OF THE NUMBER OF DAYS IN THE MONTH.—We have seen that the time occupied by the moon in performing one lunation is about twenty-nine and a half days. We have seen, also, that ancient nations divided the year into twelve months, composed of 29 and 30 days each, making the lunar year consist of 354 days. The lunar year fell short of the solar year 11 days. When Julius Cæsar reformed the Calendar, he distributed the *odd* days to complete the solar year among the several months in the following manner: he gave one day each to January, March, April, May, June, July, and August; and two days each to the months of October and December. Excepting August and February, the number of days in each of the months was the same as at the present time. In accordance with the Calendar of the Jews and Greeks, February had 29 days, while August had only 30. A few years after this period, one day was taken from February and given to August, thereby increasing the number of the latter to 31 days, while the former was left only with 28 in common years, and 29 in leap years. This arrangement was instituted to gratify the pride and vanity of Augustus. He desired that the month bearing his name should have as many days as the month of July, named for the great Julius, "whose like," the poet says, "we ne'er shall see again."

OF THE NAMES OF THE MONTHS.—Prior to time of Numa, the year was divided into ten months. This is evident from the names of the months of September, October, November, and December,—being derived from *Septem*, *Octo*, *Novem*, and *Decem*. Before the days of Julius Cæsar, the month of July was called *Quintilis*—a word significant of the *fifth* month. In this month Cæsar was born; and, in honor of him, Marc Antony, one of the Triumvirate, decreed that the name of this month should be changed to July.

August was called *Sextilis*, which signifies the *sixth* month. The Emperor Augustus ordered that the name should be changed to August. Afterward, Nero gave his name April, and Domitian his to October. But when those tyrants were dead, their names were stricken from the Calendar, and the former names were reinstated.

January derives its name from *Janus*, an Italian deity, to whom this

month was dedicated. February is from the Latin *februus*, signifying to purify. In this month a feast of twelve days, called *Februalia*, was instituted. It consisted of purifications and atonements for the spirits of the dead.

March takes its name from the god Mars, to whom this month was consecrated. April is from the Latin verb *aperio*, signifying to open or unfold. In this month nature seems to array herself in radiant beauty and loveliness. The bud and blossom come forth to make the earth more attractive.

May is derived from *Maia*, the mother of Mercury and Jupiter, to whom the month was held sacred. June derives its name from *Juno*, a heathen goddess, who, on account of her youth and beauty, is regarded as emblematical of the most attractive month of the whole year.

It may be added that the Greeks divided the month into three equal parts, and the Romans into three unequal portions. The latter nation had 3 noted days from which they reckoned,—the *Calends*, *Nones*, and *Ides*. The *Calends* was the first day of the month. The word is derived from the verb *calo*, to proclaim. On this day the priests were accustomed to proclaim to the people the beginning of the month. On the *Calends* of March married people and lovers celebrated the *Matronalia*, a feast in honor of the god Mars.

The *Nones* was the fifth day in every month, except March, May, July, and October, in which it was the seventh. It was so called from *novem*, because it was the ninth before the *Ides*. It is said there were no weddings either on the *Nones* or *Ides*, because the following day, when the bride made an offering, was regarded as an *evil* day. Augustus would engage in no undertaking on the *Nones*.

The *Ides* was the fifteenth of the above-named months, and the thirteenth of the remaining months. The word itself is of doubtful origin. Some derive it from *iduo*, to divide, signifying the divided or half-month; while others trace it to a Greek word signifying full moon, because the full moon designated the middle of the month.

By request, we shall say something in our next upon the subject of the Equator.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, *Springfield, Ill., October, 1867.* }

REINSTATEMENT OF TEACHERS WHOSE CERTIFICATES HAVE BEEN REVOKED.

THE law does not prescribe the limits of time within which a teacher whose certificate has been revoked may be reinstated in his profession.

Each case must, therefore, be determined by the County Superintendent, according to his best judgment and discretion, from the facts and circumstances as he knows or believes them to exist. A teacher's license may be revoked for offenses of so grave a character as to render it improper ever to restore him to the school-room. On the other hand, the revocation may be necessitated by malfeasances or delinquencies of a less serious nature, against the recurrence of which the County Superintendent may be well assured. If, for instance, a teacher is deprived of his certificate for acts of intemperance, or even drunkenness, he may so conduct himself thereafter as soon to convince the Superintendent that a thorough and genuine reformation has taken place. If so, the fact that but a short time, a few weeks or months, had elapsed since the revocation of his certificate, would not render it improper or illegal to grant him another certificate. The power to revoke certificates is conferred for the sole purpose of summarily ejecting from the school-rooms of the state such persons as may become clearly unfit for the responsible trusts committed to teachers of youth, and should never be exercised in any other spirit. As soon, therefore, as the cause is removed, and the dishonored teacher gives proof of having again become worthy of trust, the spirit of the law, as well as of charity, would warrant his readmission into the profession.

TOBACCO IN SCHOOL.

School directors, under the forty-eighth section of the Act, may undoubtedly establish and enforce a rule forbidding the use of tobacco, in any form, in any school-room or in any part of the school-building; and for insisting upon a strict compliance with such rule, the same being right and proper, they can not be held to account.

EFFECT OF A VOTE TO BUILD A SCHOOL-HOUSE.

In all school elections had for the purpose of voting on the question of building a school-house, every material point and proposition should be stated in the notices calling the election, so that the voters may act understandingly. Among the points to be clearly set forth are the maximum cost of the proposed house, the rate of tax to be levied, etc.; and if it is proposed to borrow money, that fact should also be clearly stated, with the amount to be borrowed etc. The ballots should clearly embody the several propositions named in the call, so that there may be no doubt of the intention of the voters, or of the legality of the action that may be taken by the directors. But if the notices merely state, in general terms, that the object of the election is to vote for or against building a new school-house, and a clear majority is in favor of building, it is held that the directors are thereby empowered to take the necessary steps to carry out, in their best discre-

tion, the wishes of the inhabitants of the district, subject to the restrictions of the law (Section 47) in respect to the amount of money that may be borrowed, and of the tax that may be levied.

WHEN, BY MISTAKE, A TAX IS LEVIED ON BUT ONE CLASS OF PROPERTY.

If, in any year, a board of directors, by a vote of the people, cause to be filed with the county clerk, within the time fixed by law, a legal certificate of the rate of tax required to be levied for school purposes upon all the taxable property of their district; and if the clerk, by inadvertence or otherwise, extends the said tax upon personal property only, or upon real estate only, and not upon both as required by the certificate, it is held that the clerk may extend said rate of tax upon the omitted class of property the next year, and that no further vote is necessary to warrant him in doing so. It would simply be completing what the people had already authorized, and what the clerk had improperly failed to do, but in part, at the proper time.

ORDERING ELECTIONS, IN CERTAIN CASES.

Vacancies in boards of directors are required (Section 42) to be filled 'without delay'. The boards should be kept full, and the statute directs how it shall be done. Much injury may result from there being no quorum in a board of directors, even for a short time. Hence, when two vacancies occur at the same time, an election to fill them may be ordered by the remaining director; and if one vacancy occurs, and one of the two remaining directors is absent from the district, a special election to fill the vacancy may be ordered by the other director, and the election so held would be valid. Or the election may, in such cases, be ordered by the township treasurer; and such election, if regularly conducted, would be legal and valid.

DURATION OF PERMITS OF TRANSFER.

In granting permits of transfer, under Section 35, directors should designate the time that such permits are to hold good. No permit is good for more than one year, unless renewed. If the period of validity is not stated in the permit, it will be understood as extending only to the next ensuing half-yearly distribution of public school funds. The law does not contemplate or authorize the countermanding of permits of transfer, when legally given: they remain good until they expire by limitation, as above.

NOT INVALIDATED BY THE ENTRY OF NAMES ON THE POLL-BOOK BY SOME OTHER PERSON THAN THE CLERK.

It is held that a school election is not invalidated by the mere fact that certain names of voters were recorded in the poll-book by a person other than the regularly-appointed clerk. The terror of the ruling in the case of *Piatt v. The People*, 29 Ill., 72, favors this view of the case. The presumption would be that the names were properly recorded, although by another hand; and it would devolve upon the contestants to show that the names of persons not voting were recorded, or that the names of voters were omitted, or that other errors occurred whereby voters were deprived of their rights and the result of the election changed. In the absence of such proof, the simple fact of the entry of names by another hand would not, *ipso facto*, invalidate the election.

NEWTON BATEMAN, Supt. Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

THE STATE TEACHERS' ASSOCIATION.—The time draws near when the teachers begin to think of their annual convocation during the holidays. Two important facts pertaining to the next meeting were determined by the Association at its last session. We refer to the time and place. Galesburg was selected as the place,—with the proviso of half-fare tickets over the C. B. & Q. R. R.,—and Tuesday, December 31st, as the time. So much is settled. But what of the entertainment? We have no fear that the people of Galesburg will fall short in doing their part toward making it a success. We have equal confidence, also, that the Executive Committee will present a programme containing an agreeable variety of lectures, essays and discussions upon the important educational questions of the day, by the leading educators of the state. We trust that the order of exercises will be made known at an early day.

Will the mass of the teachers of the state be prepared to do their duty—to aid by their presence and counsel in promoting the interests of education and of our profession? Every year the cause for which we labor is growing more and more to be recognized as the efficient power which will shape the character of the government and promote the welfare of the people. The press, both secular and religious, has perceived the fact that many of the vital issues of the day are involved in the solution of some educational problem, and has lent its columns to the discussion; a more liberal legislation is establishing institutions of learning upon a broader basis, and providing for their management and support by selecting the ablest men in the country to manage them at paying salaries; the question has been acknowledged one of national importance, in the establishment by Congress of the National Bureau of Education, which calls to its aid the power of the General Government. Every where a new impetus has been given to the onward progress of the cause. It remains with those who work with mind, the rank and file of the grand army of education, to move forward to the achievement of new triumphs in the struggle, to take one step forward in the conflict of truth with error, of right with wrong. Will the teachers of Illinois do their part? During the past two months, our brethren in Wisconsin, Minnesota, Iowa, Ohio, and New York, have held their annual meetings, which were unusually successful both in point of attendance and the interest manifested in the proceedings. Let the reputation of our own association for large and enthusiastic meetings be fully sustained at the coming meeting at Galesburg.

AN APPEAL TO TEACHERS.—We would again urge upon all friends to send us items of interest respecting institutes, schools, and all things pertaining to the teacher's calling. We desire to see our journal more largely a medium of communication between teachers. We welcome details of experiences in teaching—of difficulties met, and of new methods employed. We would be glad to have queries propounded that would call out responses from the ablest members of our profession. The professors at the Normal have many thoughts of great value to the teachers of the state, which they would freely give, if quest-

ions were only asked them. We ask principals of schools, every-where in the state, to send us, month by month, short notes of their schools. We feel gratified that our journal, thus far, has been made up so largely of original matter. Our contributors will accept our thanks, and, we trust, will keep on in the same way. In such a state as ours, with the interest now felt in the cause of public education, with our great body of teachers, the Illinois Teacher ought to have a subscription-list that will enable the publisher to increase its number of pages, and to employ upon it the ablest talent in our profession. This can be done. It should be a matter of state pride ; but not alone of pride. It should be done for the best interests of the cause in our state. We hold that every teacher owes it to himself, and to his state, to take and read his own state educational journal. If he can take others, so much the better : let him do so ; but by all means let him take his own, and induce his neighbor to take it also. Many friends have done this last, and to them we feel grateful. We have received large lists of new subscribers from various persons. From the institute in Bureau our friend Boltwood sends a list of 55 new subscribers. Let that be done in every county in the state, and, our word for it, its influence will be felt at once over the state in better teaching and abler teachers. We feel inclined to say to all our friends Go ye and do like — Boltwood.

ACKNOWLEDGMENT.—Our thanks are due to our state exchanges for the very courteous notices they have given of our journal. We have been gratified to see in them all proofs of interest in our public schools, some of them proffering their columns to teachers for articles upon education. Indeed, our experience has been that our newspapers are well up to the mark in educational interest, and that articles bearing upon our calling are always welcome, provided *they are well written*. They can not reasonably be blamed if they insist upon this last, and it is not every school-teacher—alas, that it is so—who writes a readable article. Newspapers are made to be read ; and unreadable articles, even if upon education, are at a discount : and who can blame them ?

INSTITUTES.—It is the testimony from all parts of the state that the Institutes this season have been unusually profitable, and that never before have teachers manifested such interest in them. The State Institute at Normal was a very gratifying success, and those who attended it felt amply repaid. Evidences multiply that the people are beginning to understand that there is a vast difference between a good teacher and a poor one : that while the former is worthy of a good reward for his labor, the latter is dear at any price.

Several notices of institutes, etc., reached us last month too late for insertion in the September number, and therefore did not appear,—doubtless to the disappointment of the friends who sent them. We are very sorry for this, but must repeat to all that any notice or communication, to be sure of insertion, must reach us by the 15th of the previous month. We wish all to understand that we are glad to receive such items of news, and always publish them if possible.

SUPERINTENDENT WELLS, of Ogle Co., presents a strong list of teachers and lecturers for his institute, to be held in Rochelle, Oct. 1—4. Mr. Wells is an earnest worker, and we predict for him, a most successful institute. No teacher of the county can afford to be absent.

We are under obligations to Mr. W. for several articles, which reached us too late for insertion. We make room, however, for some extracts from old letters from the files of his office, and will give more in our next number. They are decidedly rich. And yet, who can read them without indignation at the entire ignoring of the requirements of the law, on the part of both commissioner and applicants, and without wonder that under such teachers any progress could be made in learning ! We are happy to believe that we have now a body of laborious, earnest and faithful school officers in the county superintendents of our state, and that no such climbing-up by any other way is allowed or is practicable.

PUBLISHER'S NOTICE.—Quite a number of subscriptions to the *Teacher* have been recently received accompanied with the request that the August and September numbers be sent. We can not comply with this request. We have a few, and very few, complete sets of back numbers of the current volume. Of the first six numbers of the volume we have some extra copies, but none of the July, August and September numbers.

N. C. NASON.

EDITORIAL CORRESPONDENCE.

PRINCETON.—Princeton, in Bureau county, has the high honor of being the first town in the state to establish a township high school. By a special act of the last legislature, the whole town is made a high-school district, and is taxed for the support of a school free to all residents of the township. A beautiful building, large enough to accommodate 500 pupils, has been erected, costing, with its grounds, apparatus, library, and furniture, about \$60,000. This for a town of 4,500 inhabitants argues some laudable public spirit. No attempt has been made to stint the school in any thing which it needs. Every thing has been done on the most liberal scale.

The building was formally dedicated on the evening of Tuesday, Aug. 27th. The spacious school-hall was crammed with interested citizens. Rev. F. Bascom, on behalf of the Board of Education, gave a brief history of the inception, progress and completion of the enterprise. The wonderful unanimity of the people in regard to it has been a signal feature of its history. Hardly one is found to oppose it in any way. George L. Paddock, Esq., responded on behalf of the citizens. Prayer was then offered by Rev. H. Brickett, of Geneseo. Dr. J. M. Gregory, of Champaign, then gave an appropriate, practical and forcible address, setting forth the work which a high school should do, and answering most completely the fallacious objections to a liberal education. Original hymns were sung during the exercises, composed by Hon. J. H. Bryant, who has been a prime mover in the enterprise, and by Miss Sarah Olds. The school was opened on the 4th of September, with a large number of pupils, and every prospect of ample success.

THE TRIALS OF A TEACHER.—Two months since, we mentioned an essay read before the Chicago Teachers' Institute by the Superintendent of Schools in that city, Hon. J. L. Pickard. Its author has kindly permitted us to make one or two extracts for the benefit of our readers. We know that they will all feel grateful to him for these true and frankly-spoken words concerning our profession and its members. The subject of the essay is 'The Trials of the Teacher'. These trials are classified as springing from within and existing without. After referring to various ones of the former class, the writer proceeds:

"Do you feel oppressed by mental inability? Rise like a man and gird yourself to the task of improvement. There are means within your reach. He who remains at a stand-still does so from sheer laziness. He has placed before him, in almost every form, food fitted to his taste and well adapted to sustain and strengthen. The press affords him solid as well as lighter food. The association, the institute, and the teachers' classes, afford him the means of brightening his own ideas by bringing them in contact with others'. Books in every department of science are accessible. The great Book of Nature lies open before him. If he *can not*, if he *will not*, from these sources derive the advantages he needs, he may as well sink back into utter nothingness and find in his own ignorance his highest bliss. Every mechanic who would improve himself has upon his table some journal of art. Every farmer finds time to read the agricultural department of his weekly paper, if he has not a journal devoted exclusively to his particular occupation. Why should not every teacher have at hand some educational journal, which may remind him of his faults and suggest the means of reform in a kindly manner?

"We may never be free from a sense of inability to instruct all our pupils with an equal degree of success. We may never feel perfectly qualified for

our task. We may ever have some who seem stupid, uninterested, and unimproved; but will not the keenness of our trial at this be much blunted if we have with us the consciousness of having faithfully discharged our duty in the work of preparation? Every failure to give to a pupil a clear understanding of the subject explained should inspire us with new zeal, should fire us to greater earnestness, should drive us to our books, to much patient study and thought. The physician, finding a disease not familiar to him, betakes himself to his books; nor is he satisfied till he has found the proper remedy, or been compelled to acknowledge his inability to treat the patient. The trial arises to the teacher not so much from his inability to instruct as from his consciousness of having made little or no effort to conquer this inability. Try earnestly, faithfully; and if at last you are compelled to yield, the confession will be a source of joy even: it ceases to be a trial."

"But, do what we may to correct the evils which lie within our own reach, there are trials incident to a teacher's life which come from without himself, and which can not be so readily reached and overcome. He is engaged in a profession which, perhaps, contains more quacks than any other on earth, those who feed upon the ignorance of others, and maintain that ignorance that they may not lose their means of support. These are they who give *perfect satisfaction* in every place where they teach, who are unwilling to cast their pearls before swine by attending upon meetings of teachers of any kind, who know so much already that they are far in advance of all whose acquaintance they have ever formed. These never have trials. O, no! Such perfect success can not do other than fill them with the greatest joy. Their praise is in every part of their own mouths. They have some particular hobby, which they ride, rough-shod, over their pupils and all who may be so unfortunate as to receive any attention from themselves. They feed their inordinate self-esteem by sucking the very life-blood of their pupils' minds, and, in some great display of power in spelling, reading, or ready reckoning, 'astonish the natives', and earn a great name which they can not afford to tarnish by associating with any of the vulgar herd. How many can you find in your own vicinity who measure the ability of others to teach by their understanding some one particular question as they understand it, and who will condemn as ignoramuses those who can not rattle off the alphabet in its inverted order, or repeat the multiplication-table backward, or tell just how long you must stop at every pause, or some other equally silly and nonsensical stuff, which is by them assumed to be the whole of education? It would be more than useless to attempt to enumerate the follies of this class, some of whom are found in every community, and who are a great trial to the teacher. This class of self-conceited, self-willed, one-idea riders bring much disgrace upon the profession, and make those who engage in it often heart-sick. For this there is no remedy but in a patient endurance, and firm maintenance of the right until public opinion is properly moulded and these cancerous tumors are finally eradicated from the body."

EXTRACTS FROM OLD LETTERS.—Extracts from old letters are some times interesting and beneficial to the reader. The following are a few of many :

"Dear Sir: . . . I am the individual that wrote the letter of which you speak, requesting a first-grade certificate for her. It was written, . . . to accommodate the ladies therein named, and who, in my judgment, are in every respect well qualified to receive a first-grade certificate each. . . .

"These ladies have no hesitation in being examined before receiving a first-grade; but are very reluctant to expose themselves to that contagious disease, now so prevalent in your city and county. Their schools will soon commence. The Directors will employ none but those who have first-grades. It would be illegal for them to commence their schools without first exhibiting their certificates to the Directors, and should they so commence, they could not draw the public funds, or any part thereof. . . . Now, what shall they do? It is perilous to health for them to visit Oregon for an examination. They can't commence their schools without first having a certificate and exhibiting the same to the Directors, because such a procedure would be contrary to law, and would prevent their receiving their salaries. And if they accept a second grade, they will forfeit their schools, because the Directors will not employ a teacher that is not the actual possessor of a first-grade certificate. . . . I,

therefore, in view of the surrounding circumstances, respectfully ask a departure from your rule of practice, and that you furnish each of these applicants with a first-grade certificate. . . . [Signed] _____."

I visited a school of one of said young ladies who had received the requested first-grade certificate. The following are the notes I took at the time: "Miss _____ says 1 less 6 are how many?" and a dozen other similar questions. Boys come into room after recess, hopping and with hats on. No study — no original questions. Teacher lazy. Two boys — each with an arm around the other — walk forward and backward to the distance of two and three steps of the class, — during the whole recitation, scholars run to recitation-seats; hold each other in laps, laugh, talk, whisper, mew, blow on book-leaves, and throw paper-balls during study hours, or what should be study hours. Teacher says 'git' and 'again'."

A young lady pens: . . . "I hasten to scratch you a few lines, and my object in so doing is this: I am teaching school, and, consequently, need a certificate; and as I have no convenient way of getting to Oregon, I thought I would write you and ask you if you will please send me one. Send me a first-grade one if you please. I know that my qualifications are not such as to merit one of the first-class, still I would like to have such a one, as I have one of each lower grade."

A gentleman writes: "*Dear Sir:* Enclosed you will find my school certificate, also one dollar; please sign the former and return to me here, and oblige. Yours Respt., _____."

Another gentleman writes: "*Dear Friend:* Allow me once more to importune you, thus — we have two ladies . . . and both qualified or competent, I mean, to conduct a school and have engaged schools, and I purposed bringing them down to get their certificates, but owing to small-pox at your place and my engagements at home, you will please send them certificates by mail . . . and when convenient I will be down with the girls and make all Expenses Right."

The girls got their certificates by mail, and they were afterwards renewed. One of them for me could not write 10,000,010, and tried five minutes to do it.

This is from another gentleman: "I am exceedingly glad to comply with the easy terms you propose. I will enclose all the certificates I have and one dollar in money."

Another: "Please send me one of your *best Certificates*. The time of the one I have has expired, and I am so busily engaged thrashing that I can't come to see you."

A young lady: "If you would be so kind as to send me a first-class certificate by the bearer, you'll oblige me, as I can not possibly get to Oregon as the roads are almost impassible."

And another: "Sir, I have very unexpectedly taken a small school (ten in number) . . . And will you allow me to ask a favor of you? It is this, will you, send me a certificate by return mail? If so, you will confer upon me a great kindness. . . . Enclosed, I send one dollar to pay for the same."

NOTES AND QUERIES.

BREAKS IN THE MONOTONY OF THE TEACHER'S LIFE.—What book is that you are reading in school? we asked a little Portuguese, not long since. "Lives of the patridges," was the quick reply. On examination, it proved to be lives of *Patriarchs*.

Another reads of the speech of "St. Patrick in the Convention of Virginia, and the folly of hoping to keep the anniversary at bay by lying sublimely on our backs."

The word 'Christian' being defined in the class, we once asked the familiar

question where the disciples were first called Christians. "In Pennsylvania!" We were satisfied, and have since confined ourselves to the text-book.

A primary teacher sends us the following: On sending a little urchin to the home of another scholar to learn the cause of his absence, the boy came back and reported the absentee very sick with 'mutton fever'. Intermittent had proved too much for the reporter's memory: hence the abbreviation.

A few days since we heard the following: "Miss Smith, may I go home? My head feels queer, and every thing is upside down to me." "Yes, Willie, go." "T is a pity we can not all escape from school when things get 'upside down' to us.

One of our teachers, puzzled as to how she should dispose of the numerous floral offerings brought her from time to time, and desirous of making her school-room as cheerful as possible, proposed to her scholars, one Friday evening, that they should each bring a little money on the following Monday, to help buy a *case* for the teacher's table. Imagine her consternation on hearing, soon after, that one of her scholars, a little German boy, had exclaimed immediately on reaching home, "Oh, mother, I must have five cents Monday to buy the teacher a *waist*!"

VENALITY OF THE AGE.—A little boy in this city, on being called up to receive punishment for his sins of omission and commission, pathetically exclaimed, "Oh, Mr. B., do n't, please do n't, I'll give you *five cents* if you won't."

A TEACHER in one of our large schools, while conducting an examination, asked, among other questions, the following: "Why is the pronoun 'she' applied to a ship?" To which one of the boys rendered the following answer: "Because the rigging costs more than the hull."

QUERY 6.—While Wade of Ohio is acting as President of the Senate, does he lose his voting power on ordinary questions? or, does Ohio virtually lose a vote while he holds his present position?
H. L. B.

7.—In Tennyson's *Princess*, third part, we read—

"But I
An eagle, *clang an eagle to the sphere.*"

What does it mean?

H. L. B.

PERSONAL.

JAMES CRUIKSHANK, LL.D., issues his valedictory in the September number of the *New-York Teacher*, which has been merged in the *American Educational Monthly*.

PROF. THOMAS C. UPHAM, author of *Upham's Mental Philosophy*, and of several religious works of rare excellence, has resigned the professorship which he has so long held in Bowdoin College, and removes to Kennebunkport, Me.

A. M. GOW, former editor of the *Illinois Teacher*, and well known to the teachers of this state, has removed to Evansville, Indiana, to take the superintendency of the schools of that city. We deeply regret that Mr. Gow has removed from our state, but we can tell the good people of Evansville, and of Indiana, that they have gained a zealous, active and efficient worker in the cause of education, and one thoroughly prepared for his work. He is the right man for them, as we doubt not they will find for themselves.

C. C. HUTCHINSON, recently principal of one of the ward schools of Springfield, succeeds Mr. Boltwood at Griggsville, Mr. B. going to Princeton,—whence he speaks for himself.

W. BURGETT, Principal of the Fourth-Ward School of Springfield, takes charge of the schools of Carlinville, at a good salary.

E. H. PHELPS has resigned his position as Principal of the Fourth-District School in Peoria, and accepted the superintendency of the schools of Canton, Ill. Salary \$1200 for nine months' school.

C. L. NETTLETON, lately Principal of Lee Centre Academy, has been appointed Principal of the Sublette High School.

S. M. DICKEY, the efficient Superintendent of Schools at Fulton, has been called to take charge of the schools at Charleston, Ill., at a salary of \$1700.

JEPHTHAH HOBBS, for some years past of Kansas, Edgar Co., Ill., has removed to Clinton, Indiana.

M. F. BUTTON, County Superintendent of Henderson county, died Aug. 27th, of consumption. Mr. Button was an efficient superintendent, and the schools of the county have lost in him a valuable friend.

M. H. JAMISON, Esq., has been appointed in place of M. F. Button, deceased, County Superintendent of Henderson county.

ELIJAH GOVE, Esq., of Quincy, has recently completed his gift of \$100,000 to Shurtleff College. Would that other wealthy men of our state would make a like use of a portion of their money.

I N S T I T U T E S.

BUREAU COUNTY TEACHERS' INSTITUTE was convened at Princeton, Aug. 26th. Mr. A. Ethridge, County Superintendent of Schools presided. One hundred and fifty teachers were enrolled, and every township but one in the county was represented. The citizens of the place opened their houses, and entertained the teachers free of charge. The exercises were held in the new High-School building, which was amply supplied with every thing convenient and useful. The daily instruction was given by Rev. Harry Brickett, of Geneseo; Mr. Powell, of the Peru High School; Dr. Bement; Dr. Sewall, of Normal; and Mr. Boltwood, Master of Princeton High School. Evening lectures were given by Rev. Mr. Hathaway, of Princeton; Dr. J. M. Gregory, of the State Agricultural University; Rev. Dr. Forrester, of Aurora; and Mr. Boltwood. The Institute increased in numbers and interest up to the close. A resolution was passed indorsing the system of township graded schools. Fifty-four subscribers to the Teacher were obtained.

EDGAR COUNTY INSTITUTE held a two-weeks session in Paris, closing August 30th. Capt. Geo. Hunt, County Superintendent, presided, and the instructions and daily exercises were under the direction of Prof. J. Hurty, Superintendent of Paris Public Schools. The instructions were highly practical. The programme of exercises was mainly as follows: Practical Arithmetic and Geography, by J. Hurty; English Grammar and Reading, by L. B. Leal; Theory and Practice, by N. P. Gates; Vocal Culture, by Jas. Austin; Analysis of Language, by M. Neal; Intellectual Arithmetic and Primary Teaching, by Miss Alice E. Hurty; Orthography, and method of teaching the same, by J. Hurty. Seventy-two teachers were in attendance. Great interest in the exercises was evinced by the citizens of Paris. After the adoption of a series of appropriate resolutions, the session was closed by an address from Prof. Hurty.

COLES COUNTY.—Last year the Board of Supervisors made an appropriation for the purpose of securing to the teachers of the county advantages for drill and discipline. This year no appropriation was made, and the teachers and County Superintendent had to 'foot all the bills' themselves. This they did without grumbling, expressing themselves both able and willing to do so again. Mr. Blake, the County Superintendent, secured the services of Profs. Gow, Findley, Hewett, and Gregory,—veterans in the cause, who labored with great earnestness and ability while with us. The manner in which they presented the subjects assigned them evinced to all that they were the right men in the right place. In addition to the above-named gentlemen, we were favored with the services of our neighbor from Paris, whose labors were properly appreciated. During the time of the institute there were present about 100 teachers—hard-working men and women, who seemed alive to their best interests as well as to the interests of the pupils who may be placed in their care. During the session, our instructors favored us with lectures on various subjects, which were full of life and just to the point. They were highly appreciated by the teachers, and by the citizens who were in attendance. At the close of the session, and during the same when appropriate, the following resolutions were adopted:

Resolved, That the thanks of the teachers of this county are due (1) to Mr. Blake, County Superintendent, for his deep interest and untiring energy in the cause of education, and for securing the services of so eminently-qualified a corps of instructors. (2) To Profs. Gow,

Findley, Hewett, and Gregory, for the unremitting zeal they have manifested as teachers, and the incalculable assistance they have rendered us. (3) To Mr. Hurty, of Paris, who labored so zealously and efficiently with us during the Institute.

Resolved, That a copy of these resolutions be sent to the Illinois Teacher, with a request that they be published; and, the Secretary is requested to send a copy of the same to each of the above-named teachers.

T. H. SMITH, Sec.

BOONE COUNTY INSTITUTE met at Belvidere, Aug. 26th, and continued in session until Friday evening, 31st. Wm. H. Durham, County Superintendent, presided. To the Secretary, G. K. Rix, we are indebted for a full and satisfactory report, which limited space compels us to condense. Exercises in Theory and Art of Teaching, Phonic Analysis, and Methods of Teaching Arithmetic, were conducted by Prof. Hewett; in Gymnastics, by Prof. Hurlbut; in Penmanship, by G. K. Rix; in Arithmetical Analysis, by J. Shurtleff. Discussions were had as follows: 'Coöperation between teachers and parents', participated in by Messrs. Rix, Blodgett, Andrew, French, and Hewett; 'The importance to teachers of professional literature', by Messrs. Childs, McKee, Wicks, Shurtleff, Hurlbut, Eddy, and Hewett; 'How shall we teach Morals in Schools?' by Messrs. French, Nunn, Garver, Cohoon, Hurlbut, and others. Lectures were delivered on 'Educational Power', by Rev. J. L. Benedict; 'Pride the Enemy of Scholarship', by Prof. Hewett; 'The Qualifications necessary for a teacher', by C. C. Snyder; 'The Old and the New', by Prof. Hewett. Essays were read on 'What can I do?' by Miss L. Onderdonk; 'How can our common schools be raised from their present low condition to a standard of excellence?', by Misses Randolph, Gould, Parker, Sobiliski, and Mr. Wicks; 'Habit', by Miss Spaekman; 'Difficulties are Helps', by Miss Rulison; 'Courtesies', by Miss Wiffin. Mr. Rix writes: "It was the most profitable institute ever held in Boone county. Nearly ninety teachers were present and took part in the exercises. With Superintendent Durham for our leader, and 'Onward' for our motto, we hope to raise our schools to a 'Standard of Excellence'."

HANCOCK COUNTY TEACHERS' INSTITUTE met in Carthage, Sept. 2, 1867. There were 118 teachers enrolled, being the largest attendance since the organization of the Institute in 1858. Drill exercises were given each day in the branches taught in common schools, interspersed with music, discussions, and essays. The evenings were devoted to music, discussions, and lectures. J. L. Shiun, of Pilot Grove, delivered a lecture on 'Geography', and Mr. Andrews, Principal and Superintendent of the Warsaw Schools, on 'Our Work', which was listened to with interest. The meeting was one of unusual interest. The cordial sympathy of the citizens and their attendance upon the session was one of its pleasantest features. Among the resolutions adopted are the following:

Resolved, That we recommend that the present School Law be so amended that teachers may be paid quarterly.

Resolved, That the interests of education demand a uniformity of text-books throughout the county; and we hereby pledge ourselves to use our best efforts toward the attainment of that object.

RANDOLPH COUNTY.—Egypt awaketh! She kindleth her fires! She lighteth her lamps! She warmeth and illumineth herself! She raiseth herself erect and moveth! She is consumed with a frenzy for intelligence! But there is method in her madness. Within her borders she holdeth the County of Randolph. Strange and exciting memories gather round the old name. A zigzag flash is seen in the sky to follow that fiery abolition comet whose surname was Randolph and whose Christian name was John. And the flash has struck and blighted every green growth of sympathy with slavery and slave interests in the Randolph of Egypt. And SPARTA, the hero's talisman for twenty-five centuries, the name whose sharp, explosive ring as it passes from the lips is a type of its history, stands in the midst. Nursing in her people the sterner and manlier virtues of the mind, driving back from her borders the Army of 'Ardent Spirits' which have carried desolation to so many hearthstones, and marred the intellectual and moral beauties of so many towns, she presents a spectacle on which good men must be glad to look. "We must educate! We must educate! or we must perish by our own prosperity," has been shouted through the mighty West, and Randolph, with her Sparta, has caught up the cry, and in rousing earnest has set herself at the work. Several meetings of teachers have been heretofore held, whose proceedings were of a desultory character and whose sessions were brief. During four days of the last week in August an institute was held with a regularly-executed programme. On Tues-

day morning the meeting took place in the High-School room, which seated comfortably about 75 persons. In the afternoon the same room was so uncomfortably filled as to make an adjournment to the church, which had been secured for lectures, necessary. During the remainder of the week from 150 to 250 persons were present during the day sessions, and the room was steadily crowded at the evening lectures. Exercises consisted of drills in Orthography, Reading, Intellectual and Practical Arithmetic, Geography, and English Grammar. Classes were formed at the opening of the Institute in most of these branches, who were provided with books and regularly prepared the lessons on which the drill took place. Discussions, in addition to these drills, also essays, poems, and orations by the younger teachers of the county, made up the exercises. The County Superintendents of Perry, Washington and Monroe counties were present, with many teachers from those counties; prominent among whom were Prof. Coan and Miss Eastman, from Washington county,—the latter of whom is a graduate of Mt. Holyoke. Mr. Blair, the Superintendent of Perry Co., is a solid, manly farmer, with a head as level and clear as Grant's; a lively and appreciative intelligence in his eye; few words on his lips, but charged with pertinency and common sense, and always clearly and handsomely spoken. If any body wants a sound view of second-grade certificates, I advise him to write to Mr. Blair. Mr. Hillman, the Superintendent of Washington county, is a Methodist minister, whose educational zeal might well be supposed to have been transferred from the proverbially enthusiastic pulpit of that denomination. He is wide awake and hard working, his spirit being more than a match for his body. Mr. Kennedy, Superintendent of Monroe county, is a sharp, shrewd lawyer, who is smart enough to take care of himself and get his teachers out at an institute. Lectures were delivered each evening during the week, as follows: On Monday evening by Rev. Todd; on Tuesday evening, by Mr. Raymond, of Alton,—subject, 'A Practical Education'; on Wednesday evening, by Judge Underwood, of Belleville,—subject, 'Results of Education'; on Thursday evening, by Major J. B. Merwin, of St. Louis,—subject, 'Realities'; on Friday evening, by President Edwards,—subject, 'The Parties to Educational Progress'. The County Superintendent, Mr. Malone, and the Executive Committee, consisting of Mr. Nicolls, Mr. John Hood, and Mr. Saml. Hood, are deserving of great praise for their efficient management, on which the success of the institute largely depended. All expressed earnestly and with emphasis that the week had been a 'field week' in the work of educational development through the county.

BUCKLE.

PEORIA COUNTY TEACHERS' INSTITUTE held its annual session at Princeville, Aug. 27th—30th. Lectures were delivered by Dr. Gregory, Regent of the Industrial University; N. E. Worthington, County Superintendent; and H. W. Snow, of the Chicago High School. Those who were in attendance speak of it as being one of the best institutes ever held in the county. A large number of candidates presented themselves for examination, and 84 per cent. passed creditably. Our excellent Superintendent, N. E. Worthington, is very popular among the teachers and friends of education, and under his care the condition of the schools throughout the county is rapidly improving. The usual resolutions were passed, thanking the lecturers for their assistance, and the citizens for their hospitality; also, recommending the Illinois Teacher. Over 100 teachers were in attendance. The next session will be held in Brimfield.

CLARK COUNTY INSTITUTE held its annual session at Marshall, commencing Thursday, Sept. 5th, and continuing three days. The session was one of unusual interest. About 75 teachers were in attendance. James Dawson, County Sup't of Schools, acted as presiding officer, and W. C. Griffith was elected Secretary. The several methods of teaching the Alphabet were introduced by Mr. McClure; among the number were the book method, the block method, the phonetic method, teaching by cards, and printing on the black-board. The last method he suggested as being the best, but recommended that the phonic method be combined with it. Mr. J. L. Ryan presented an exercise on Oral Spelling; he recommends the plan of having pupils pronounce the word before spelling, then pronounce each successive syllable, and lastly pronounce the word with the falling inflection. The exercise in Phonic Analysis was conducted by W. C. Griffith, with a thorough drill in the elementary sounds of the language. Mr. J. L. Ryan introduced the subject of Practical Arithmetic, calling attention to the different systems of notation, and showing the

manner in which numeration should be taught. Introductory Grammar was presented by James Dawson, County Superintendent of Schools. He would present objects to children as we find them in nature; would develop the perceptive faculties of children by giving oral illustrations of objects; would have them spend one-half the time devoted to the study of grammar in writing the language. The subject of Grammar was further presented by Mr. J. L. Ryan and Prof. Hurty. The subject of Intellectual and Practical Arithmetic was conducted by Prof. Hurty in a very able and interesting manner. Mr. A. McClure presented his method of teaching Primary Geography. He begins by teaching the largest divisions of land and water. He first gives the general outlines, then enters into detail. He also gave an exercise in Written Spelling. He recommends the plan of requiring pupils to correct their own errors. Mrs. Mariah Archer presented her plan of teaching Primary Reading. Writing exercises were conducted by Mr. J. B. Eldrid. Reading was introduced and conducted by Mr. H. Norman. On Friday evening, Prof. J. Hurty delivered an address in the Congregational Church. The house was crowded, and much interest was manifested by all. He spoke of the importance of establishing Teachers' Institutes, the gradual elevation of the standard of teaching, and the awakening of a deeper interest in the cause of education. Mr. A. McClure presented the Theory and Art of Teaching, and showed himself a master workman. Mr. W. H. Doak, of the Normal University of Ohio, and Prof. VanCleve, the Lightning Calculator, were in attendance upon the Institute during the latter part of the session, and rendered themselves highly useful. The gymnastic exercises were conducted by Prof. Hurty. The Institute was a perfect success, and will be productive of much good; it will be the beginning of a new era in our school affairs. Rev. D. Andrews was elected an honorary member of the Institute, and by his hints and suggestions rendered himself a useful member. The committee on criticisms reported on each successive half-day. [A series of resolutions was adopted, which we are obliged to omit.—Ed.]

LASALLE COUNTY.—We copy from the Peru Herald the following report, from the County Superintendent, of the Normal Class recently held in that city.

"On Monday, Aug. 5th, according to appointment, a number of teachers met at the Public School House in Peru, and organized themselves into a Normal Class, under the instruction of Prof. Powell, Principal of the Peru Public School—a gentleman eminently successful as a teacher, and peculiarly adapted to the work of training teachers for their work. The Superintendent is highly gratified with the success that crowned this first effort in Lasalle county at normal instruction. The response on the part of the teachers to the call was in a high degree satisfactory. The drill continued two weeks. Its main purpose was to develop the best and most successful methods of school *teaching* and *management*. To this end the principal delivered every morning a lecture on school management, indicating the various duties of the teacher and the best methods of reaching desired results. On each morning after the delivery of a lecture, the class was required to reproduce it. To this work one hour each day was allotted. The pupils were subjected to a rigid criticism, and the exercise proved highly profitable as well as entertaining. Half an hour was devoted to each recitation, and the *modus operandi* was designed to serve as a model for the teachers to follow. Thus our teaching approaches system, and we have a mark at which we are aiming. During the second week we had assistance in the school-room, and a public lecture from Hon. J. L. Pickard, Sup't of the Chicago City Schools. Mr. Baker, Principal of the Kinzie School, Chicago, and Mr. Clark, Sup't of the Ottawa schools, took part in the exercises, and taught classes in Arithmetic. Mr. Splittstosser, of Peru, instructed in Penmanship. The class numbered 74 members. We earnestly hope they will cooperate with us in raising the standard. We can have competent teachers *if we demand them*. We do demand competency in all other avocations. Why should we not in school-teaching? How long shall we continue to intrust such momentous interests as the education of our children to the hands of those who will spend neither time nor money in qualifying themselves for the work? Let directors of schools make qualifications and fitness, and not cheapness of wages, the test. As a general rule, our cheapest schools are those that cost us the most money, and our dearest are those that cost us the least.

J. M. DAY, School Superintendent.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

STATE NORMAL UNIVERSITY.—The numbers for the present year—the one just begun—are much larger than ever before. In the Normal department there are 305 students *now present*,—an excess of 65 over any previous attendance. In the entire institution there are about 850,—an excess of about 250 over any previous figures. The graduating class consists of 20,—an excess of 5 over any previous year. The High School contains 85 pupils, which is a very large increase.....*The State Institute* numbers on its catalogue 255 names. The character of the main body of teachers in attendance was confessedly high,—many being principals of important schools. There were also in regular attendance, as working members, several County Superintendents, So much were they interested in the work done that they voted to publish, in full, the exercises of the Institute, in book form; and some \$500 was raised for defraying the expense. Mr. Nason, of Peoria, is now printing the book. x.

CHICAGO.—The schools opened Sept. 2d, crowded to their fullest capacity, with hundreds, we might almost say thousands, sent away for want of sufficient accommodations. But there is a brighter prospect in the distance. The 'Dore School' will be ready, with accommodations for 1000, by Jan. 1st, and three other houses, respectively named the 'Carpenter', 'Holden', and 'Hayes' Schools, will be occupied during the year, each furnishing about 1000 seats. The Board of Education are still pressing forward. They have recently asked the Common Council for \$150,000 additional for outlay in school purposes.....*High School*.—The corps of instructors is enlarged to correspond with the increase of pupils. The new members are O. S. Westcott, Teacher of Mathematics, *vice* Carol Gaytes, resigned; H. W. Snow in the chair of English Language and Literature, in place of John G. R. McElroy, resigned; Henry F. Monroe and Samuel F. Miller, Teachers of Latin and Mathematics, respectively. Mr. Westcott has long been known as one of the best scholars and most enthusiastic teachers in the state. He leaves the charge of the schools at Lockport for his present position. The other gentlemen named have been chosen for their ability and successful experience as educators. A course has been established, especially for preparation to enter college, to extend through three years. With the new year this institution takes a step forward toward becoming a college proper.....*Grammar Schools*.—Leslie Lewis has been elected Principal of the Dearborn School, to succeed D. S. Wentworth, who resigned to accept the principalship of the Cook County Normal School. Other appointments have been made as follows: Emily A. Chapman, assistant in Elizabeth-Street Primary School; Fannie Griffin, assistant in Dearborn School; Mary P. Chatterton, assistant in the Dearborn School; Lizzie A. Kendall, assistant in the Newberry School; Henrietta A. Bingham, assistant in the Jones School; Julia E. Paddock, assistant in the Jones School; Sophronie H. Stevens and Lizzie A. Bailey, assistants in the Kinzie School; Flora E. Green, assistant in the Franklin School; Louisa Bureky, assistant in the Moseley School; Ida G. Lum and Agnes Magee, assistants in the Newberry School; Helen M. Waite, assistant in the Wells School; Lizzie Reeder and Elizabeth Hillock, assistants in the Haven School; Eva M. Ross and Augusta E. Anderson, assistants in the Bridgeport School; Mary E. Hennessey, assistant in the Elizabeth-Street Primary School, and Emma Thompson, assistant in the Rolling-Mill Primary School.....*City Institute*.—Organization: Owing to the increase of the number of teachers, the High-School hall has become too small for the assembling of them all in one body. Consequently a change of programme in the Monthly Institute was made necessary. The first hour will be occupied hereafter in class instruction of each grade in its section room, in the form of a recitation upon some subject previously assigned from the Oral Course, the conductor of the exercise being appointed by the Superintendent. Each instructor is held responsible for all the instruction upon a given subject. Topics were assigned to all the teachers of the High School and to the Principals of the Grammar Schools. The instruction is calculated to be of a more advanced character than that given by the teachers to their classes, and at the same time tributary to their school-work. The second hour will be devoted, as heretofore, to practical exercises upon the work of the respective grades in the school-room. The

first institute was addressed by Geo. C. Clarke, Esq., President of the Board of Education, upon the subject 'Self-made Men'. The Institute adopted an expression of respect for the memory of Miss Maggie E. James, until recently a teacher in the Dearborn School. She died during vacation.

THE COOK COUNTY NORMAL SCHOOL, in charge of D. S. Wentworth, Esq., has commenced with an attendance of about thirty pupils, most of whom have had some experience as teachers. In the Model School in connection with it are taught the studies of the common and the high school. So prosperous a beginning was not anticipated by its most ardent friends.

SPRINGFIELD.—The schools of this city opened Monday, Sept. 2d, with a large increase of scholars. The school-buildings are all crowded, and there is every prospect of a most efficient year. The following new teachers have been appointed: In the 1st Ward, James O. Sampson, Principal; 2d Ward, Miss E. F. Jones, assistant; 3d Ward, Miss E. F. Adams; 4th Ward, J. C. Bennett, Principal, and Miss E. Humphrey, assistant. In the Colored School, Miss Mary J. Sell has been appointed Principal and Miss Ella H. Mosely, assistant. The annual report of A. M. Brooks, Esq., City Superintendent, for the year 1866-'7 has just been issued, in a very neat pamphlet of 75 pages. We give some items from it. The whole number of pupils enrolled is 2,870; average number belonging, 2031; per cent. of attendance, 94.2; per cent. of tardiness, 38. From last year there has been a gain of 318 in the number enrolled, 319 in the number belonging, 320 in the average attendance, and 1.2 per cent. in attendance. There are $1\frac{1}{2}$ tardinesses to each pupil. Last year there were $3\frac{1}{2}$ tardinesses to a pupil in Chicago, 3 in Indianapolis, and 5 in Cleveland. Using the Chicago rules, the per cent. of attendance for 1865-'6 is 94.2, being better than any of the large cities of the country, excepting Cincinnati, which had 94.3. But comparing the number attending with the whole number enrolled, which really seems to be the true way of estimating, and to afford the only correct means of comparison, for the same years we find the per cent. to be—Boston, 70; St. Louis, 62; Cincinnati, 67.6; Ft. Wayne, 65; Cleveland, 64; Chicago, 54.5; Detroit, 61; New York, 41; Indianapolis, 49.4; Toledo, 59; Springfield, 66.7. The average number attending has been more than doubled in the past 8 years. The report contains many valuable suggestions, and is a credit to the author and the city. We may here state that in two classes of the High School—the Middle and the Senior—there was no tardiness during the entire year. We think that is doing pretty well.

JACKSONVILLE.—The Journal says of the Washington High School, recently erected from the plans of Mr. Randall, of Chicago,—The building is a complete success, and demonstrates in every angle and cornice, in its every tower and window, how much better it is to erect handsome, and withal tasteful buildings for school purposes, than the gloomy and prison-like structures which are usually erected for school-houses. It is built in the midst of a large and handsome lot, in the south part of town, some two acres, we should suppose, in extent, which will furnish ample play-grounds to the young people who attend, and not render it necessary for them to annoy neighbors by trespassing upon their grounds during play-hours. The granting to the young people sufficient play-room seems to us to be a particularly wise arrangement of those having the matter in charge. The building itself might be said to be of a Franco-American style of architecture, and it is a fine-looking structure, standing upon its foundations as if it was proud of itself, and having none of the dumpy appearance which so often characterizes American buildings. It fronts the west, on which side is the grand entrance,—a firm flight of stone steps, flanked by broad marble balustrades, leading to the arched doorway. Over the second-story window is a marble tablet with this inscription upon it: "WASHINGTON SCHOOL—ERECTED 1866." Enter the broad hall, at the end of which is a flight of stairs leading to the second story, and opening a door at your right, you find yourself in a well-lighted school-room, containing about forty of Sherwood's patent double desks, seemingly intended, by their size, for little folks. The teacher's platform is at the east end of the room. Across the front hall is another room exactly similar to this, save that the desks are single ones. Passing through hat-rooms at the east end of this room which we have described, we find ourselves in a hall which passes through the building from north to south, and into which the side entrances, belonging respectively to the boys' and girls' departments, enter, and from which a flight of stairs

leads to the second story. Entering through another door, we see a room which occupies the whole of the first story of the L of the building. The rooms in the second story are exactly similar to those in the first, each of them containing about forty of the Sherwood desks. The third story is set apart for the high-school department, the principal's room extending across the building from north to south, and occupying as much space as two of the rooms in the other stories. This room is designed for boys, the room for young ladies being across the hall, and consisting of the third story of the L aforementioned. The large tower, which is in the angle of the main building and the L on the north side, extends to a considerable length above the main building, and is furnished with a French roof, and an observatory at its apex surrounded by a wooden balustrade. In the opposite angle, and on the other side of the building, is a smaller tower, which is used as a smoke-stack for the furnaces in the cellar, and into which the foul air from the various rooms will be conducted by ventilators. The arrangements for heating and ventilation seem complete. Indeed, from its stone foundation to its slate roof, the building seems to be just what it should be, and will prove a lasting credit to Jacksonville. Its cost will probably be from fifty to sixty thousand dollars; and the money could not be spent in a better manner. Prof. Wilkenson, who comes well recommended from the East, takes charge of this new edifice, as Principal of the High School, and general Supervisor of the schools in the city.

DECATUR.—We met friend Gastman, this summer, up in the New Dominion, —as he was going East to see and be seen; and he told us of the new school-house, into which they were introducing the Rutan System of Warming and Ventilation. This is one of the most important practical subjects that can be brought before our readers, and we ask him to give us an outline of the plan and of its practical working.

FROM ABROAD.

THE NEW JERSEY NORMAL SCHOOL.—We have received the following items respecting this institution from Prof. John S. Hart, Principal of the school, and well known as one of the leading educators of the country. We are glad to learn of the prosperity of the institution under his charge, and to see that New Jersey schools will be supplied, to so great an extent, with teachers imbued with his spirit. The State Normal School opens with a larger number than have ever before been in attendance at one time. There are 136 pupils in the Normal department, 144 in the boys' department of the Model School, and 193 in the young ladies' department.—total 473. The Farnum Preparatory school at Beverly likewise opens with about 50 per cent. above its usual attendance at this season of the year, having 181. The prospects are that the Beverly school this term will reach 200, and the Trenton school go considerably above 500. In view of an unexpected increase in the number of boarding pupils, the trustees, during the vacation, fitted up for this purpose the large double building adjoining the former boarding-house; but both buildings are completely filled, and are unable to accommodate all who are applying. There are 126 young ladies now boarding at the hall. The average age of the class admitted to the Normal School is nearly 19.

CONNECTICUT.—The Legislature at its recent session, by some one of the tricks of legerdemain known to the initiated, voted no appropriation to the Normal School, and the school is now closed. We trust it will be revived in due time. Connecticut is far enough behind in respect to free public education, without any extra effort in that direction.

NEW YORK.—*The State Teachers' Association* held its annual session at Auburn, commencing July 23d, and continuing three days. Dr. Cruikshank, for eleven years editor of the *Teacher*, resigned his office, and the committee to whom the subject was referred reported in favor of placing the financial management in the hands of some responsible person while the Association retains the control of its columns. A board of eleven editors was elected. The September number of the *Teacher* contains a brief valedictory from Dr. Cruikshank, and the announcement that it is to be continued; but we since learn that it is merged in the *American Educational Monthly*.....*The University Convocation* met at Albany, August 6, and was of unusual interest, if one may judge from the brief report in the *Teacher*.

ENGLAND.—In 1866 there were granted for building, enlarging, and improving schools, 130 grants, amounting to £24,222 s23 d11. The number of institutions assisted was 8,753, embracing 12,130 departments, and an average attendance of 1,039,183. On the days of inspection there were 1,264,829 scholars present. The number of teachers was 11,871.

FRANCE.—“40,000 teachers have opened, during the past year, 32,383 gratuitous night schools, attended by 823,000 adult scholars. Above one-third of these were uninstructed, of whom but 23,000 left the school as ignorant as they entered, whereas 800,000 made commendable progress in knowledge. 13,000 teachers have given their time and energy gratuitously to these schools, 9,000 of whom have spent 235,000 francs of their small salaries in the good work, while 10,000 municipal councils have subscribed near 2,000,000 of francs to the work. A competitive examination of the adult classes took place on the 5th of March, 1865, the subject for composition having been inclosed in a sealed envelope and forwarded to each teacher. 1267 compositions were sent to the Inspector: 317 of these were written without a single fault. On the 11th of Feb., 1866, the number of competitors was trebled, and numbered 4,886: 900 compositions were sent up without a single error. On the 27th of Feb., 1867, 5,159 adults—all either laborers or mechanics—sent up compositions, of which 1,409 were faultless.”

CHILI.—A writer in Macmillan's Magazine says “Education is making progress in Chili under the care of an enlightened government. The population of the country is about 1,500,000, and the attendance at all schools, public and private, is about 50,000. A much larger number of persons can read, however, than one would imagine from these figures. We presume the average period of attendance at school is very short, which makes the quantum of education, such as it is, suffice for a much larger number of inhabitants than it ought to do. The better class in Chili are tolerably well educated. In Santiago there is a respectable university, an institute or high school, and a theological seminary—the last being in the hands of the Jesuits or Ultramontanes, and designed to prepare a priesthood for the service of the national church. It is but poorly attended, and throughout the country the altar is in a great measure served by Spanish, French, Italian, and Irish priests. The university is chiefly devoted to the study of law and medicine. A high classical or mathematical curriculum is not insisted on, nor, we apprehend, is it obtainable. The rector of the university is Don Andres Bello, a fine old man, now nearly ninety years of age, a scholar of some eminence, a poet, and once an able diplomatist. Venezuelan by birth, he followed his celebrated countryman, Bolivar, and during the wars of the Independence was resident in Europe as secretary to the representatives of some of the rebellious provinces, then embryo republics. He has lived to see the honorable labors of his ardent youth largely repaid in the advancing civilization of the majority of the South-American States. Bello's Commentary on Public Law is known and appreciated wherever the Spanish language is spoken. His Latin Grammar is also an admirable text-book. Amongst the women of Chili, education is not so well attended to, nor so widely disseminated as amongst men. In the art of writing the fair sex is particularly deficient, the epistles of a Chilian lady, as compared with the notes of an accomplished English woman, being like the production of a country servant-girl. There is, however, no lack of polish and refinement of manner amongst the better families in the Chilian capital. Music is very generally studied, and many of the young ladies render the operas of Verdi and Bellini with a power and skill rarely found in non-professional circles.”

NOTICES OF BOOKS AND PERIODICALS.

(1) THE various editions of Dickens are appearing with great regularity. We have before commended the Diamond Edition, as being very neatly got up, printed with type, though fine, of wonderful clearness and beauty, which can be read with less difficulty than many books we have seen of much coarser

print, and, in addition, exceeding portable, which is a crowning excellence to the teacher, so that we are almost inclined to call this the *Teacher's Edition*. The admirer of Dickens—as who is not?—may now secure the works of his favorite author in a form pleasing to the eye, and also to the pocket, for the Illustrated Edition, in green morocco cloth, with a gold medallion portrait of the author, costs but \$1.50 per volume, while an edition precisely similar in respect to printing and paper, but without the plates and bound in crimson morocco cloth, is sold at \$1.25 per volume. Nicholas Nickleby we have always thought one of the best of Dickens's works. It especially appeals to teachers, too; for does it not tell of Dotheboys' Hall, and Squeers, the master thereof? We might object to his portraiture of the school-master—as we might also to Scott's; but, after all, they typify a certain class who have crawled into the teachers' profession, of whom we are all trying to get rid.

(2) MESSRS. TICKNOR & FIELDS propose to publish under this title, in cheap and attractive form, a collection of short Stories, Sketches, Tales, etc. They say "It is not intended to limit this collection to English literature. It will embrace, by competent translations, the best and most characteristic short stories of all languages. While having in view the idea of making this collection valuable as a repertory of choice fiction, the publishers have in mind the great need of the traveling public for a class of reading that shall answer for amusement in the rail-car or on the steamboat." The initial number contains stories by De Quincey, Hawthorne, Theodore Winthrop, Thomas Hood, and Henry Spice, each illustrated. It will be seen that this number bears out its claim of Good Stories, and we doubt not the succeeding volumes will do the same. It is just the thing to put in one's pocket, for the car or steamboat.

(3) In this beautiful little volume is contained the noted Address of John S. Hart upon the 'Mistakes of Educated Men'. Originally delivered before the Students of Pennsylvania University, at Gettysburg, in 1861, its words of counsel and of warning were felt to be so timely that it was published, and has run through several editions. As the previous editions were exhausted, the publisher has put it, after some slight revision by the author, into the present permanent shape, in which we trust it will be read by every student and professional man. The selection from it in our pages will give a taste of its quality.

(4) We have received from the well-known publishers, Root & Cady, these volumes. Praise of Mr. Root's productions is superfluous. The verdict of the public is too unmistakably in their favor. The *Forest Choir* embraces 'Our Song-Birds' Singing School', comprising 78 pages, with music for concert, school, and home, and songs and hymns for worship. The *Silver Lute* is designed for schools, academies, and juvenile classes. The *Chapel Gems* is selected from 'Our Song-Birds', and is designed for Sunday Schools. It contains many beautiful pieces, and is well worth the attention of all who are making selection of a book for their Sabbath School. The *Graded Songs* is designed for elementary instruction in public schools. The teacher of juvenile classes in music can surely suit himself with some one of these.

(5) THE author of this book undertakes to give counsel to youth in regard to the means by which the mental faculties may be best developed and strengthened; the most successful mode of study; how to learn the principles of politeness; the errors into which they are most liable to fall; and the habits to avoid. The first thirteen chapters, excepting the eighth, are abridged from Dr. Watts's *Improvement of the Mind*. As the first 13 chapters embrace 99 out of 118 pages, it will be seen that it does not leave a large space for original matter, especially as Chesterfield's Letters to his Son are also laid under contribution. Yet the book is by no means a mere copy. The author has taken the ideas and principles of Watts, and developed them in his own language, and according to his own ideas. We should judge that the book would be a good substitute

(1) NICHOLAS NICKLEBY. Illustrated. Diamond Edition. Ticknor & Fields. To be had at all bookstores.

(2) GOOD STORIES. Ticknor & Fields. pp. 200. 50 cents.

(3) MISTAKES OF EDUCATED MEN. By John S. Hart, LL.D. Philadelphia: J. C. Garrigues. pp. 91.

(4) THE FOREST CHOIR. By Geo. F. Root. THE SILVER LUTE. By the same. CHAPEL GEMS. By G. F. Root and B. E. Hanby. GRADED SONGS. By O. Blackman and G. B. Loomis. Chicago: Root & Cady.

(5) MENTAL AND SOCIAL CULTURE. A Text-Book for Schools and Academies. By L. C. Loomis, A.M., M.D., Pres. of Wheeling Female College. New York: J. W. Schermerhorn & Co.

for Watts, where that is still used; and we are very certain that many of our scholars would prove wiser and better men and women for a thorough study of this book.

(6) *AHN'S German Grammar* we have always found to be a favorite with the Germans themselves, and, after some experience in the use of the various grammars upon the Ollendorf System, we are inclined to think highly of this, as less verbose and tedious, and more systematic and practical. These 'Rudiments' are, of course, intended for the youngest classes that commence the study of the German in our schools. They are simple and progressive, and well adapted for the end in view,—better, indeed, than any other book with which we are familiar. One advantage is considerable practice in reading German writing or script. The book has been published but a few months, but has been very favorably received. The publisher offers to send a specimen copy, gratis, to any teacher who wishes it.

(7) *ALL* over the country there is great interest in the cause of Sabbath Schools. Earnest and able men are carefully investigating the various problems connected with their true success. The more attention is called to them, the more is it felt that the Sunday-School teacher, like the week-day teacher, needs to prepare himself, together with all the help he can derive from publications specially devoted to this cause. It is found that he too needs to study the youthful mind, and the best methods of approach to it,—perhaps even more than do we, inasmuch as his subject is of more importance. So the institute, the convention, the lecture, the model lesson, have become established, and are yearly growing into favor. Illinois stands in the front rank of the states in the thorough organization of her Sabbath-School laborers, and in their zeal and spirit of self-sacrifice. It may also be said, we think, that she has one of the best and ablest publications devoted to this cause that is published in the Union. It is now in its second year, and has constantly increased in favor and patronage. A prominent feature is its series of lessons and questions upon various parts of Scripture. Every Sabbath-School teacher would be the better teacher for reading its pages.

(8) *THESE* both more than keep their early promise. The *Little Chief* contains much that is interesting and valuable for the school-room, and we would be glad to see it in the hands of every pupil in our schools. Of *Oliver Optic's Magazine* there is no need to say more than that each number contains an installment of a story from his pen. The boy or girl who takes this will receive, in the course of the year, what will cost much more than the subscription price when put in book form, besides having much other good matter. It is got up in very neat style, and is eagerly looked for by our own little ones; and we are not ashamed to say that they rarely have the privilege of cutting its leaves, for their papa likes Oliver Optic's stories too.

BOOKS RECEIVED.—The following books and pamphlets have been received, and will be noticed hereafter: A Primary Geography, by James Cruikshank, LL.D. New York: Wm. Wood & Co. Sanders's Union Fifth Reader. New York: Ivison, Phinney, Blakeman & Co.; Chicago: S. C. Griggs & Co. Analytical 1st, 2d, 3d, 4th, 5th, and 6th Readers, by R. Edwards, LL.D.; Analytical Speller, by Edwards & Warren; A Practical Grammar of the English Language, by Geo. Howland, A. M. Chicago: Geo. & C. W. Sherwood. Quackenbos's History of the United States. New York: D. Appleton & Co. Pinneo's Exercises in Parsing and Analysis; De Wolf's Instructive Speller; The Young Singer's Manual, a collection of school music, by Teachers of Music in Cincinnati Public Schools. Cincinnati: Sargent, Wilson & Hinkle. The Metric System of Weights and Measures, to accompany Eaton's Common-School Arithmetic, by H. A. Newton. Boston: Taggard & Thompson. Lessons on the Globe illustrated by Perce's Magnetic Globes, by Mary Howe Smith. New York: Chas. Scribner & Co. An Easy Method of Spelling the English Language, by Joseph Medill, Chicago.

(6) **RUDIMENTS OF THE GERMAN LANGUAGE.** By Dr. F. Ahn. New York: E. Stelger, 17 North William St.

(7) **THE SUNDAY-SCHOOL TEACHER.** Published under the auspices of the Chicago Sunday-School Union, by Adams, Blackmer & Lyon, 155 Randolph street, Chicago. \$1.50 per annum.

(8) **THE LITTLE CHIEF.** A Monthly Visitor to the School-Room and Home Circle. Dowling & Shortridge, Indianapolis, Ind. 75 cents per year.

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THE METRIC SYSTEM.

THIS system is of French origin. Previous to its adoption each of the various provinces of France used a system of weights and measures peculiar to itself, causing great confusion in the business transactions of the people. To remove this barrier to commercial intercourse, the idea was conceived to devise a system for general adoption, and one which, at the same time, should be free from the objections against those then in use. That the system might become universal, other nations were invited to assist in its invention. Accordingly, a number of scientific men, commissioned by various nations of the Continent, met in Paris in 1791 and organized two commissions,—one for determining the unit of length, and the other the unit of weight.

The Astronomical Commission conceived the idea of measuring the arc of a meridian of the earth, from the equator to the pole, and making one of its subdivisions the desired unit of length. One ten-millionth part of this arc was adopted. The work connected with this undertaking was prosecuted with the greatest care, through nearly eight years, before the metre was established. Yet there is reason to suppose that there was a serious error in the work. Several eminent men of science, including Sir John Herschel, have by subsequent investigations discovered that the ten million metres established by the French observers is too small by various distances, varying from 935 yds. to 1,967 yds. For all practical purposes, then, the metre is nothing else than a bar of platinum of a certain length, preserved in the archives of France. It is as arbitrary as any of the old measures, and can be obtained only by procuring exact copies of the original bar.

But the beauty or excellence of the system is not impaired by this discrepancy in the measurement. These lie in the relation existing between the different measures, and in the ease with which a number can be changed from one denomination to another. Any one who has had experience in reckoning values in the old denomination of

pounds, shillings and pence can better appreciate the present system of decimal currency. To go back to the old system would be like returning to the days of the stage-coach and corduroy for travel. The Metric System introduces as great an improvement, by abolishing the incongruous and confused systems of weights and measures now in use, and substituting in their stead one of order and harmony. Suppose, for instance, it is desired to know the number of inches in a number of rods, feet and inches; the amount of labor, though small, is great compared with simply reading the denominations expressing the distance by the metric system. The labor of measurement is the same in either case. By the old system a process in multiplication must be gone through with, with its liability to mistakes; while by the new, the number can be read in any denomination, just as a sum in Federal Money can be read as so many dollars, cents, or mills, or as all three combined. Again, if a quantity of hay involving tons and pounds is sold by the ton, how intricate is the process of finding its value, compared with that of simply multiplying one decimal number by another, as when the weight is given by the metric system. The numerous multiplications and divisions of reduction are reduced to such changes of the decimal-point as are necessary in changing Federal Money from one denomination to another. With the latter operation pupils advanced through decimals are already familiar, so that the introduction of the new system will essentially diminish the labor now involved in learning denominate numbers to simply learning the new tables. These being so simply constructed, the task of learning them all is brought down to the study of a few minutes in stead of days, as with the tables now in use.

This system is exclusively used in France, Belgium, Spain, and Portugal; partly adopted in Austria, the German states, and some other countries of the Continent; and has been authorized by Great Britain, Mexico, and many of the South-American states. Our own country authorized its use in 1866. The committee appointed to report upon this subject before the House of Representatives say that it has always been and is now used in the United States Coast Survey. Its simplicity and superiority over the systems now in use must be apparent to all who will examine it. Its ultimate adoption is certain, but must be the work of time. In France its use was not universal forty years after it was published, when a law was enacted compelling its universal adoption. In the language of Senator Sumner, "It must be taught in the schools. Arithmetics must explain it. They who have passed a certain period of life may not adopt it; but the rising generation will embrace it and ever afterward number it among the choicest possessions of an advanced civilization."

PRIMARY SCHOOLS.

THEIR IMPORTANCE, THE WORK TO BE DONE IN THEM, AND SOME HINTS CONCERNING THE WAY TO DO IT.

THAT our primary schools exercise an influence of vast and far-reaching effect upon the future education and character of the people, is a fact which, because of its remoteness, we are apt to overlook, and yet one which no thoughtful educator of the present day will deny.

Perhaps there is no work in the school-room where the apparent results are so slight, and yet where the real good or evil accomplished is so moulding,—so permanent in its effect upon intellectual and moral life. Every teacher in the more advanced grades has probably had something of weary and perhaps disappointing work, in efforts to right the wrongs of earlier education. Wrong ideas acquired, and wrong habits of mental exercise early formed, are matters of anxious thought to us all in much of our daily work. And, above all, some undeveloped moral sense, or some unhealthy moral bias which a wise care might have enlightened in the tender years of childhood, often renders fruitless our most earnest efforts in the less susceptible period of youth.

Admitting this, is it not true that the subject of primary education demands the interest and thoughtful attention, not only of those whose daily care it is to instruct those little ones, but of all teachers and friends of education?

SPECIAL INTELLECTUAL QUALIFICATIONS NEEDED BY THE TEACHERS OF PRIMARY SCHOOLS.—We greet with joy the signs of progress already abroad. They cheer, encourage and stimulate every earnest worker. But it is not to be denied that public opinion in times past, and to a considerable extent at the present day, regards the primary school as of comparative insignificance in the matter of education. "Only a primary school," "any one can teach a primary school," is the tone of thoughtless remark which greets us often. And it can hardly be denied that those who have responsible charge still consider the work one of minor importance, or one which need exercise inferior qualifications only, while they expect us to work for a smaller salary than those who teach the grades a little more advanced.

If it is true that the work is one of so great importance, and yet one so little appreciated, may we not as individual teachers, in whatever grade engaged, and as a body of coworkers, by an active interest in the subject, remove some of the difficulties in our paths, and advance the cause of progress so dear to us all?

That the work of the primary teacher may tend to accomplish this result, it is necessary that she should regard her office as one which must exercise the best powers of her mind. It is true, our work has

not much to do with books: all the more demand is there for abundant resources within ourselves. Of course there is less exercise for our attainments in any special branch of study; but for the breadth of mind, the powers of observation, the refinement of feeling, which are gained by the exercise of mental faculties, we have abundant use. We all know the searching curiosity of even a very little child's questioning. An intelligent reply, and one which opens the way to a comprehension of the truth, is better for the child, and much more pleasing to it, than one which silences its expression of curiosity, and throws it back upon its busy little self only to wonder and question again. And if what we teach the child is any valuable part of an intellectual education, it is chiefly valuable as a foundation for future information. Shall we presume to lay this foundation while we do not understand what good education is? And then in teaching so slight a knowledge of books there is constant danger, for the teacher who neglects her own improvement, of repeating her old methods, and so growing weary of the work, until at last it becomes tread-mill labor for both teacher and scholars.

QUALIFICATIONS OF THE HEART.—But with the requisite qualifications, the result of every primary teacher's work will depend mainly upon the general disposition with which she undertakes that work, and carries it forward. If she approaches her work with a hearty and self-forgetting interest, ever realizing that permanent growth of one kind or another is to be the result of her effort, she is little likely to fail. She will find need of patience; but this is readily attained, as she comes into closer and more sympathetic relations with these little ones, and to a better understanding of their capacities. When we come to look upon each little child as a new individual nature, varying from any we have ever known before, and placed under our care that we may carefully watch and wisely direct its unfolding, the work has pleasures of its own, and what was at first an effort of patience comes to be a delightful study,—ever new and ever increasing in interest. And for this study of child-nature, this fresh young life which makes our world bright and fills it ever with new hope, what teacher has opportunities equal to our own? For we receive the child when its motives, thoughts, and feelings, are most transparent, its affections most generous, and its trust strongest. Now is the teacher's power greatest. Never at a later period will individual influence over the child be so strong. And no teacher can afford to forget that it is her whole character which is teaching: not so much her conscious as her unconscious influence, not so much what she wills to do as what she is, directs these untried powers.

“Thou must be true thyself,
If thou the truth wouldst teach:
Thy soul must overflow, if thou
Another's soul wouldst reach.”

But this delicate life must have free air if it would grow. In a primary school all unnecessary restraint is to be regarded as injurious,—not to speak of fear, the effect of which is crushing. In a genial, cheerful atmosphere, where the child is at ease, its natural powers will constantly be putting forth. The teacher has only to welcome and encourage what is fair. If the good is in active growth, there is less chance for wrong tendencies to spring up; but if evil inclinations appear, counteract their influences, enfeeble them in the bud, by rousing and encouraging to active growth the opposite germs of good. Where such a course has from the first been pursued, there will be little need for pruning away evil growth, and these harsher means should never be resorted to unless all others have failed.

NEATNESS.—The general appearance of the school-room, too, has a directing power. Neatness and habits of order have their influence in this habit-forming period; and the presence of some little objects of taste, such as any lady finds it easy enough to arrange in her own home, will not be lost upon these susceptible natures.

MANNERS.—We may make the school-room much more agreeable to ourselves and its influence more refining for our children, if we take care of their manners. Few children, even the roughest, but have kindly and generous feelings; but how few in the primary school form the habit of giving expression to these! A child is pleased by the slightest kindness from his school-mate or teacher. Will he not enjoy giving expression to his pleasure? Yes, certainly, and so his appreciation of kindness comes to be keener. Gentle and quiet ways, and habits of thoughtfulness for others, are easily cultivated, by occasional suggestion, and by the teacher's exercise of these in all her intercourse with her children.

SPECIAL STUDIES.—**READING.**—Of special studies in the primary school, the teaching of reading is of paramount importance. The ability to read simple pieces with distinctness, ease, and intelligence, should be acquired in the primary school by every child of fair ability. This begins with training the powers of articulation, and, as the ear becomes cultivated, the tones of the voice. Constant attention must be given to these all through the course. But the ability to read with ease and intelligence can hardly be acquired, if we depend, for reading-exercises, altogether upon our school-books. Let the scholar occasionally bring some book from home, and read it to the class. It will be found profitable to make this a weekly exercise,—the children choosing their own books and selections, and each child taking part. This accustoms the scholar to look for a meaning in what he reads,—to find ideas, and not words only. It proves, also, an entertaining change from the routine of school-work, and the pleasure or disappointment

that his selection affords him and his classmates serves to cultivate his taste, and to excite a love of reading for its own sake.

SPELLING.—It is a mistake to require the use of a spelling-book in a primary school. But if one must be used, put as many of the words as possible into sentences of their own. This is a good exercise, and the recognition of a word here and there may lead them to suppose there is a meaning in the rest. But it is enough for a child to spell the words he can read and use intelligently. With these his familiarity should be perfect. Early establish the habit of curiosity about the spelling of a word heard for the first time: so his knowledge of spelling keeps pace with his understanding; but for classes of words, or any generalization, he is yet much too young.

IDEAS OF NUMBER.—A child's first ideas of number should be the result of his own experimenting. Of course, he begins with counting. Be sure that he counts objects. Next let him learn to recognize the number in small groups of objects held suddenly before him, changing them constantly. He will see that when an addition is made the number is larger, and when some are taken away the number is smaller, and so he gets a clear idea of the processes. Take the objects used in illustration from his sight, repeat the statements about them, and so lead him from the concrete to the abstract. This is easily made clear and simple, and may be taken up very early in a child's education. And so let him continue to experiment through the whole course, constructing his own tables as he acquires the ability to make combinations. The exercise of making their own examples and giving them to the class is interesting to them, and gives definite application to the reasoning, such as they can understand.

GEOGRAPHY.—In beginning the subject of geography there is room for abundant improvement on the old methods. Few children of eight years old are able to comprehend the language used in most text-books; and to suddenly overwhelm the child's mind with facts so various is worse than useless. Indeed, I believe the common text-books are out of place in a primary school, or can only be used to advantage as a slight accompaniment to the oral exercises on which the child must depend for his ideas of geography. In stead of imparting the dry knowledge of locality, our object should be to enlarge the child's ideas of the world, to excite an interest by giving some idea of the variety of physical features, plants, animals, and races.

As we must always begin with something known, and make this a stepping-stone to the new, it is well to take up the physical features about home. Lead the child to describe these, and, if you please, draw an accurate definition from his description. All the while cultivate as much as possible the power to picture these features in his

own mind. This is a power for which there is constant use in the study of geography; and, indeed, in all teaching the child's imagination should be exercised. Let the picture of the hill or pond he saw on his way to school be drawn again in the child's mind, and when a new feature is described, let the object be to create a new picture in his mind. When this picture-making power is in active play, the work is well begun, and the child may listen to or read simple descriptions of journeys over the country, such as shall give him an idea of the physical features, climate, vegetable and animal kingdoms. The subject may, in this way, be made exceedingly interesting, and the inquiry and investigation started will constantly supply new information, and, what is better, establish self-educating habits. When we come to maps, this same picture-power is the one exercised for acquiring a quick familiarity with outlines, and the curiosity already aroused about the great, strange and wonderful world will secure an interest and intelligence in the study of them. There will be only a little time left for this in the primary school; but the teacher who receives a class prepared in this way will find them interested, and ready for rapid and intelligent advancement.

OBJECT LESSONS.—But there is much to be taught in the primary school which can not be included under these special heads. As we have before said, this is the habit-forming period, the period for directing to a healthy activity the various mental powers now developing. We must see that the object lessons, conversational exercises, use of the slate and blackboard, and all the general work of the school-room, tend to this end. When these general exercises command considerable attention each half-day, I believe the school will be more cheerful, energetic, and intelligent, than it can be without them. To these the child should bring the results of his observation, and all incoherent information, and the teacher must fit each fact into the right place. But the scholar must be expected to reproduce whatever is taught orally. At first this will require frequent questioning; but it is as well to expect, before an exercise is dropped, the whole story from one child in complete sentences. When once accustomed to this, the child falls into natural and easy ways of expressing itself, and the teacher has excellent opportunities for correcting inaccurate expressions, and suggesting a better use of language. And a primary teacher may do a great deal in this direction. We should aim to teach our scholars to use simple language accurately. It is not difficult to train the ear of a little child to detect the mistakes common among children of his own age. When a child expresses himself carelessly, be not too ready to understand him, but expect a more definite sentence; and next time you will be likely to receive a more definite sentence, and a more definite thought too.

One great advantage of object lessons is that they may add to a child's vocabulary. It is of no benefit to give the names of the different parts or qualities of an object, and not expect the use of those words when the object is referred to again.

THE SLATE AND PENCIL.—In a primary school, where there is constant oral teaching, and the habit of reproducing is well established, the slate and pencil may play a very important part. Let the child begin the use of them with the earliest alphabet-lesson. When he can recognize a letter, let him print it. If this is expected of him at first, he will soon seek it for his own entertainment, and so find an occupation for his leisure minutes. Occasionally it is well to require an account of some particular exercise, a certain passage printed, some map or picture drawn; but usually allow the child to choose for himself. Let the teaching of the day be suggestive, and then leave the child to cover his slate with just what suits his fancy. Of all the work of the school-room, this affords him the best opportunity for exercising his individual tastes, and the teacher has the advantage of finding out those tastes. The pains and interest a school may be led to take, and the variety of work that may be accomplished in this way, are surprising to one not accustomed to such exercises. And these slates often furnish more useful suggestions for future teaching than can be gathered from other sources.

It is to be borne in mind that work which the child chooses is not wearying, as the required work may be, but serves as a relief and recreation. I think any teacher who gives fifteen minutes at the close of each session to a glance at these slates, suggesting improvement here and there and commending what is good, will find that time quite as profitably spent as it could be in any other way.

While we aim to teach thoroughly and with constant interest, we must remember that concentrated effort should be of short duration, and changes for mind and body frequent. But in all these matters of detail each teacher's mind may suggest various means, better fitted to her particular uses than any thing we can suggest here. Only let us not forget that the result of our work will depend mainly upon the interest and self-denying zeal with which we devote ourselves.

Maine Normal.

UNIVERSAL education is henceforth one of the guaranties of liberty and social stability. As every principle in our government is founded upon justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability.

LOUD SINGING IN SCHOOLS.

Loud singing in school should not be permitted, for the most obvious reason, namely, that it is not pleasant. Loud singing, of children especially, has more of noise in it than music. Harsh sounds are used in stead of pure and mellow tones. Music has nothing to do with noise, however much of the latter may be classified with it. Then, for the simple reason of getting rid of noise, do n't have loud singing.

If you observe the countenances of children as they are singing loud and harsh sounds, you discover very little that indicates that they are enjoying the singing. You see across the forehead a wrinkle, and all over the face an expression indicating that they are in the midst of a hard job; and in very many cases they are only too glad to have the time for singing passed.

Not that I would have every thing sung in the softest and most subdued tones; for we must see to it that the lights and shades correspond to the idea expressed. But I would condemn the very prevalent practice of singing *uniformly* loud and *screamy*. Many teachers have such singing in their schools because they seem never to have imagined that children could sing in any better voice. Yes, I have known teachers of very good musical cultivation, in some respects, to entertain this idea. But how opposite is the fact in the case. Select fifty adults, and fifty children. Examine their voices, with reference to purity of tone, and, unless my observation has taught me erroneously, the quality of voice of the children will be found very superior to that of the adults.

You may rest assured that the children *can sing sweet and pleasant tones*. If your school does not sing in this way, it is the *fault of the teacher*. If you have tried, and failed, you have only to keep on trying. Be assured that, if you keep trying, you will succeed. The easiest, and perhaps the means which always suggests itself first, is to simply say "Sing not so loud." This will not avail much; at most, it will be temporary: something more reaching in its influence must be tried.

When the above means is tried, the reasons for doing so are all within your own mind. The scholar, knowing nothing of your reasons for saying 'sing more softly', goes about his work as a sort of machine.

The way that is next in order is to call the attention of the class to the two ways of singing the song; and the question Which way do you like best? is to be answered. All, or nearly all, will decide in favor of the more mild tones. Once having this settled in the minds of the class, by actual examination of the two classes of tones, they will thereafter pretty uniformly sing good tones.

But still there are circumstances in which it becomes necessary to resort to more definite means. It is not at all proper that every kind of song should be sung with the same uniformly mellow tones, however pleasant those tones are in themselves.

One song talks of the birds; and if the teacher will think for one moment of their nature and life,—that they are small, and lively, and nearly always singing the sweetest of songs, and never those songs loudly,—he will see the propriety of having his children sing in as nearly the same quality of voice as is possible. But another song is patriotic: a song telling of our love of country, and perhaps of battles fought to maintain her: this, assuredly, must be sung with quite different tones. But in singing these songs, very properly, with *strong* tones, we are liable to sing them in the very manner which I have been combating. We are liable to fill up the time too full in this kind of song, making a sort of continuous sound. This is uninteresting, and expresses nothing.

Let the tones be *strong*,
But not too *long*,
In this kind of song.

Without giving any other illustrations, I will only add that the true and reliable method for securing pleasant and consistent tones is to have all the singers understand the nature of the words which they are singing.

O. B.

ROUND SHOULDERS.

TEACHERS can not be too careful in watching over the positions assumed by their pupils, in their study and their recitations. The harm too often done to the young and growing form by carelessness in this respect in school can hardly be overestimated. We call the attention of teachers to the following remarks of Dr. M. L. Holbrook upon this subject.

I speak of 'round shoulders', hollow chests, and stooping forms. There are, perhaps, not three persons in any school of fifty pupils but have them. It is so among people of nearly all professions and occupations, sexes and ages. Indeed, our whole arrangement of society could have been no better calculated on purpose to produce them. Military men and sea-captains are usually exempt, and so are Indians, and those peasant-women of Italy and other countries that carry burdens on their heads. School-teachers are often exempt, though not always. Ladies with excessive vanity often escape.

Now what are the causes of this deformity, the consequences, and

the remedy? First, and in general, round shoulders are caused by the prevailing practice of doing every thing in a bent-over position, from childhood up, so that, like the pumpkin growing between two rails, we grow into bad forms. The low desks in our school-rooms, and the habit of placing our books on them, and bending over to study, produce round shoulders. I never knew a school-house with desks high enough, and do not believe there is one in America, perhaps not in the world. They ought to be so high that bending over them would be impossible, and the top adjustable, so as to be set at any angle of inclination. The desks we use in all our offices, shops, and places of business, are constructed as if man was hardly yet metamorphosed from some lower order of four-footed beings to what God made him—upright. The positions which we assume in our work tend to produce stooping. The chairs we sit in are mostly made for deformed people. Persons with square shoulders are pained and made uneasy by sitting in them. It is even questionable whether our chairs were not better without backs—(I mean those in which we sit to write and do work, and not our chairs for parlor and sitting-room use)—than that they should, as they now do, crowd the shoulders forward and cramp the chest; and those with backs should be made after a normal and not an abnormal standard.

Stooping is unhealthful. The lungs are cramped, and do not fully inflate. This brings on consumption; and besides, the blood being only half-oxygenized, we only half live. Nothing is so important in securing good health and good feelings as thorough breathing.

The cure lies in higher desks in our school-houses, better chairs, smaller pillows on our beds, less work in bad positions, and vigorous training of the muscles of the chest, back and sides, in proper positions for counteracting the effects of sedentary habits and of work.

Plato said no republic was complete without its gymnasiums. This is true of all schools; and more, in all cities and towns, the gymnastic hall, well ventilated, lighted, and warmed, where the sedentary, the studious, those confined much indoors, both male and female, can, in appropriate costume, throw off the restraints of a confined life, and take vigorous body-training under a master, with music, is fully as important as was the gymnasium in the days of Plato.

MAX is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational, and a moral. These three, mysteriously united, are essential to constitute a *perfect man*.

P H Y S I O L O G Y .

SOME twenty or more years ago, Calvin Cutter, of physiological fame, began lecturing upon the human body, and the truths of physiology. From that time the general interest in this science has continued to increase, until it has become a part of the established course of study in all our cities, and very generally in academies and private schools. Never before was it so universally studied as now. Yet it has seemed to us that all this smattering of knowledge brings no corresponding fruits. We will refer to only one point. A few years ago, under the influence of the numerous lecturers upon this science, the evils of tight-lacing were so plainly set forth as to produce a great effect upon the people generally. Tight-lacing sank into disrepute, and but comparatively few would indulge in it. But of late, under the name of French corsets, and with the unphysiological idea of giving beauty to the form, tight-lacing has come more into vogue than ever. Thus the lungs are compressed, circulation impeded, the internal organs thrown out of place, the breath is short, going up stairs is a burden: soon other diseases come in the train, until, all over our country, the cry is Where can we find a perfectly healthy girl or young woman? This is a matter for teachers to consider. If it is the result of our modern system of education, then that system is radically wrong and should be changed. If it is the lack of thorough instruction on the part of teachers, that instruction should be given, until every girl should understand that she can not shut herself up in a tight box—even if only of cotton and whalebone,—without injury. And our lady teachers themselves must practice as well as preach. Far be it from us to hint that they do not; but we *have* noticed a suspicious shortness of breath, a lack of ability to give free illustrations at the blackboard, an inability to go up and down stairs without faintness, that lead us to say Dear lady teachers, set the example. x.

O R T H O G R A P H I C R E F O R M .

THE subject of simplifying the spelling of words in the English language is not a new one. For years it has occupied the attention of lexicographers and educators, but no practical solution of the question has yet been made. The fact that changes have from time to time been proposed by such scholars as have edited the dictionaries of the language is good evidence that there is opportunity for reform; and if

opportunity, then necessity. In our mother tongue we have an amalgamation of elements selected from many other languages, each having an orthography and orthoëpy of its own. Some of them have sounds and corresponding letters which others do not, and in transferring words from them all and representing their elementary sounds by our own alphabet, extra duty is imposed upon separate letters, which causes great confusion in the language and obstacles to its mastery, or even tolerably accurate acquaintance, which consume years of time to all and are completely insurmountable to many. Why there should be such aversion to simplify and improve the orthography of the language, while almost every thing connected with human agency, of which it speaks, is a subject of change, it is difficult to perceive. A language composed as is the English, and which is almost daily assimilating some new material from outside sources, needs a capacity of resource not contained in our alphabet.

A little pamphlet, entitled 'An Easy Method of Spelling the English Language', by Joseph Medill, Esq., of Chicago, states the case so clearly that we make extracts from it for the benefit of our readers.

Reading and writing are called elementary branches of education; but, strictly speaking, they are not education, but merely the tools with which to dig out knowledge. But so defective are these implements, and so difficult is it to learn their use, that fully *one-half* of the time American youths spend at common schools is spent in efforts to acquire the art of reading and writing words. The mere mechanical art of chirography is not difficult to learn, but the *orthographic* and *orthoëpic* task is herculean. It is begun by all, but achieved by few. Orthography means the established method of spelling words. Orthoëpy means the art of pronouncing words properly. Phonography means the representation of the sounds of which words are composed; and Phonotopy is the art of printing by types representing the sounds of the voice. But in the Anglo-American system of orthography we pay little or no regard to the phonetic idea of spelling by sound, and are utterly indifferent as to the symbols which would naturally form the word.

We take letters and combine them into words and syllables, but their employment is governed by no rules or system whatever. They are almost heterogeneously grouped together in large or small clusters, and each row or collection of letters has a name given to it which few would suspect, if not previously informed. The reader may have forgotten how much time and trouble it cost him to learn to read and spell, but it was immense if he succeeded in attaining a satisfactory degree of proficiency, which not one in ten ever does. The orthography of our language must be acquired by slow and painful degrees. An arbitrary false spelling of most words must be committed to memory; the pupil must accept a jumble of letters as representatives of a sound which they do not produce, and try and fasten them on the mind as the orthography of the word. Some of the best instructors now teach by what is known as the 'word method'. They write down the name of an object, action, or quality, and tell the pupil to look at and recollect it as he would a face. The teacher, for example writes on the blackboard the letters k-n-i-f-e, knife, and informs the learner that they stand for that instrument. So, common words, such as psalm, syllable, wrestle, knee, toe, low, do, laugh, tough, beau, school,

prairie, yacht, bought, height, business, tongue, etc., are written and their names pronounced. No attempt is made to convince the child that the letters in the words, uttered together, produce them, but simply [that they] *stand for them as pictures or symbols*. Any other string of letters would answer about as well. The phonetic principle is utterly disregarded and trampled under foot, leading the intelligent foreigner attempting to master our orthography to the conclusion that it is wrong to spell any English word *right*, and right to spell any word *wrong*. Voltaire, upon learning that *ague* is pronounced as two syllables and *plague* as one, exclaimed that he wished one-half the English had the *ague* and the other half the *plague*. This great French scholar and wit learned to speak our language, but could never succeed in learning to spell it.

CAUSE OF THE ORTHOGRAPHIC IRREGULARITIES.—If we search for the original cause of the extraordinary irregularities of English orthography, a satisfactory solution may be found in the history and composition of the language. Our present tongue is both modern and composite. The original vernacular was Celtic, which was more or less destroyed during the Roman occupation of Great Britain. After the Roman legions withdrew, two German tribes, the Angles and the Saxons, took possession of the country, and during the six hundred years of their occupation their language was substituted for the original Celtic. The Anglo-Saxon monks dropped the Runic and adopted the Roman alphabet. It was during this period that the Saxon (Gothic) tongue became the vernacular of South Britain; literature, however, was in a rude state. After the battle of Hastings, the Normans took control of England and introduced French-Latin, and engrafted it on the Saxon-Celtic stock. The words of Latin derivation in our language nearly all came to us in a French form, and were then anglicized according to the usual analogies. Greek words were first made Latin, then French, then English.

The English language has running through it three idioms, and the alphabet is obliged to do different duty for each. First, we have the power accorded to letters in spelling words of Saxon origin; second, the power of letters used in spelling words of Latin and Greek derivation; and lastly, the power of letters used in spelling words from the French. Thus we give the vowels in words of Saxon origin the sounds heard in *flame*, *flare*, *feet*, *flight*, *fold*, *fume*; while in words of French or Latin these vocal sounds are heard: *arc*, *false*, *prey*, *pique*, *depot*, *soup*. These different powers given to the vowels are mixed up in most perplexing confusion, the result of which is that when we borrow a foreign word, unless instructed in the use of that language, we are certain to mispronounce it, because we retain the foreign orthography, and apply the Anglo-Saxon idiom of the alphabet to produce it. Shocking work is thus made of French words, of which some thousands are incorporated into our language.

Educated people pronounce foreign and classical words one way, common people another (the latter always follow the Anglo-Saxon idiom), while smatterers pronounce them partly one way and partly the other, the spelling of the words furnishing no guide to the true orthoëpy.

But it is in the words of Anglo-Saxon origin, which constitute the framework of the language, that we encounter the severest orthographic difficulties. Our illiterate ancestors, when they came to reduce their various Anglo-Saxon dialects to writing, were greatly puzzled to make the Roman alphabet of twenty-six characters represent the forty-two elementary sounds in their vernacular. But their greatest dilemma was to make five vowel sounds perform the functions of fourteen vocals and four diphthongs, and they made sad work of it. All rule and system seemed to be set at naught. The same words on the same

page were written in different ways, and hardly two persons spelled a score of words alike, if it were possible to differ with each other. It is very strange that they did not supply the lack of vowel characters by marks or points, as the French and Germans had done. Their stupidity in this regard is perfectly astonishing, and the consequences of it remain to afflict their descendants.

THE ERA OF PRINTING.—The era of printing at last arrived, and it was found to be inconvenient to spell the same word in several ways on the same page; but there was no dictionary or other orthographic standard to settle the conflict; proof-readers and compositors were the only umpires. Type-setters found it very inconvenient to follow the manuscript letter by letter; it was easier to adopt one form or nearly one form of spelling a word, and to pick up the types by memory; proof-readers encouraged uniformity for the beauty of the page, and something like a definite system of spelling gradually worked its way into printed books. But the printers did not feel at liberty to spell by sound, or to use the letters which most nearly produced the word; they therefore struck a sort of *average* among the various modes of spelling found in the manuscripts. If a particular digraph or diphthong was found more frequently used than another, they were apt to adopt it. If a popular man wrote a book, the proof-readers would give his orthography of some words the preference. And as printing and publishing were confined to a few establishments, mostly in London, some kind of uniformity was instituted in the orthography, and new publishers followed the orthography, more or less closely, of the established houses. The great difficulty was with words of Anglo-Saxon origin. Words from the French were spelled in the French style. The Latin idiom was followed in spelling words of Latin derivation. The age of lexicography came to the aid of the proof-reader, to which he clung as to a sheet anchor. In 1616, Dr. Bullokar published his 'English Expositor', explaining the meaning of and giving some sort of orthography to 5,080 words. Another dictionary of 'hard words' was published in 1656; a third in 1658, by a nephew of Milton. But Nathan Bailey's Etymological Dictionary, in 1726, was the first attempt to give a complete collection or to settle the orthography, until Dr. Johnson produced his work in 1755, which has exerted an influence superior to all others combined in fixing the external form of words and settling their meaning. But the great Dr. Johnson followed the proof-readers' method of spelling, and simply settled many disputes among them by choosing the one that was oldest or worst. The orthography of the Anglo-Saxon part of our language has thus no higher literary authority than the whims and partialities of proof-readers and type-setters.

Such, in brief, is the history of the orthography of the English language; and there are those who contend that a reform on the phonetic principle would destroy its etymology, while, in point of fact, not one educated man in a thousand can trace the etymology of a tithe of the words of Anglo-Saxon origin to their primitive written forms without the aid of a lexicon, nor much more than half of them with it. In the classical part of the language a phonetic spelling would obscure the etymology of few words, and deviate even less from the Latin orthography than the Anglicized Norman spelling in present use has already done.

Of Mr. Medill's system we have not room at present to speak. We may refer to it again in a subsequent number. It may not be able fully to stand the test of usage, but it is a very ingenious and able attempt at a much-needed reform.

HEATING AND VENTILATING SCHOOL-HOUSES.

THERE is much to do before we shall have accomplished the object so much desired, namely, the education of our youth. Much has been done, and there is still an increasing desire to do more. It seems to me, however, that little has been done to enlighten the community in regard to the means of preserving the health of the children. This is a subject of the greatest importance, inferior to no other.

What advantage will it be to our youth if they acquire an education, and, when called upon to put forth their knowledge to benefit themselves and mankind, they are so broken in health that they have not the power to endure labor and toil?

The time has now arrived when school-houses are multiplying all over the land; yet this is only the dawn of day. Now is the time to make the people acquainted with the fact that their school-houses ought to be built upon the principle of health and comfort, and so built as to be in accordance with the science of heating and ventilation. I am aware that there is but little known upon this subject among the people at large, and therefore there is the more need of telling them of the facts connected with it, and its bearing upon the health and success of the pupils.

Not many years ago, the people generally were as far from appreciating the importance of education as they are now from appreciating that of heating and ventilation; and it will not take long to educate them up to this latter when the proper effort is made. The first thing to be considered is planning and erecting the school-house. In building a school-house for the purpose of educating our children, the first thing should be the size and plan; the second, how to heat and ventilate. All other matters are secondary to these, and will come in at the proper time.

Select the highest site you can get in your town or city for the location of your school-house, where you can have a deep and dry cellar. If your town is low, and you can not sink a cellar, raise your house upon a basement; but be sure that this basement shall not be used for school-rooms. A cellar or basement is positively necessary, for four reasons: First, for your heating and ventilating apparatus. Second, to hold your fuel, as you can buy it cheaper in summer than you can in winter. Third, as a play-ground for the children in stormy weather: if there is no cellar or basement, the children will either have to go out into the rain or snow, or stay in the school-room during recess; they should not do either, and for this reason no school-house should be built without a cellar or basement. There is more involved in this matter than may be conceived of at first thought. It is necessary

that the pupils should leave the school-room at recess, both for their own and their teacher's welfare. In the first place, it is necessary that the room should be purged of all its foul air, by the ventilation, while the pupils are out of the room, so that the room will be in a pure condition when they return. The pupils' clothing should also come in contact with the cold air (the open air always in pleasant weather). The clothing has become saturated with the excretions of the body through the pores of the skin, which will find its way through the clothes and mingle with the air of the room, if the pupils are kept confined too long at a time. Therefore you will see that recess, which has been looked upon as play-time, has been, in the absence of ventilation, the only salvation for the pupil and teacher; for, up to the time of recess, there has been an accumulation of noxious gases from the lungs of the pupils, and but for the openness of the old-style school-house, and for the recess, there would have been more serious consequences to pupil and teacher. Fourth, the cellar, or basement, is necessary for circulation under the floor of the lower-story school-room, and makes the school-house much more healthy than it would be if set down on the ground, thereby allowing the damp, mouldy atmosphere to arise from the ground and find its way into the school-room, as it is sure to do, from the fact that the room is warmer and dryer than the ground beneath.

When any community propose to build a school-house, they should consult some competent person who is a proficient in the science of heating and ventilation, and let him give a plan for the heating and ventilating of their building. It would be better to make a contract with him to heat and ventilate, then leave it to him to carry out, and hold him responsible for its successful operation.

My next article will be upon the injurious effect of stove heat upon the pupils' health and comfort in a school-room.

C. F. W.

IN one of the counties of our state an Institute was recently held, at which the County Superintendent gave an address. In the course of his remarks, while urging higher attainments on the part of teachers, and noting the advances made in the cause of education, he said "The day has gone by, when in this county a person *who does not know how to write* can secure a situation as teacher." In the same county, some young ladies were being examined for teachers. One, who was from another part of the state, was required to read aloud some selections. As she read a few sentences, another of the applicants, looking over her shoulder, and struck with her proficiency, exclaimed, "Why she reads right off, without spelling."

ONE of the boys in a New Orleans school was asked, after various definitions had been given by others, mostly quite correct, what was meant by the verb to tantalize. He replied: "It was to ask a great many questions and then criticise the answers."

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

BLOOMINGTON, ILL., TUESDAY, OCT. 15TH, 1867.

THE State Association of County Superintendents met at 10 o'clock A. M., in Royce Hall,—Hon. Newton Bateman, State Superintendent of Public Instruction, in the chair.

The meeting was opened with prayer by Rev. Samuel H. Stevenson, Superintendent of Putnam county.

W. S. Coy, Superintendent of Kendall county, was elected Secretary.

The roll was called, and Superintendents from the following counties were found to be present, viz., Adams, Boone, Bureau, Carroll, Champaign, Clark, Clinton, Cook, Crawford, Dewitt, DuPage, Greene, Jackson, Jefferson, JoDaviess, Kane, Kendall, Knox, Lake, Lasalle, Lee, Logan, Macon, Macoupin, Mason, McDonough, McLean, Monroe, Montgomery, Morgan, Ogle, Peoria, Perry, Putnam, Randolph, Saline, Stark, St. Clair, Tazewell, Washington, Will, Woodford.

On motion, Mr. Jewell was elected Railroad Secretary.

A paper on the subject of *The Responsibility of Our Position* was read by Charles W. Richmond, Sup't of DuPage county.

The subject of Mr. Richmond's paper was discussed by Sup'ts Day, of Lasalle; Eberhart, of Cook; Kennedy, of Monroe; and Wilkins, of McLean.

On motion, a Committee on Resolutions was appointed, consisting of Messrs. Ethridge, of Bureau; Nichols, of Clinton; Worthington, of Peoria; Robinson, of Jackson; and Smith, of Kane.

A paper was read by Sup't Eberhart, of Cook, on the subject of *County Normal Schools*.

On motion, a special committee of three was appointed to draft resolutions on the subject of County Normal Schools, consisting of Messrs. Eberhart, of Cook; Wilkins, of McLean; and Pace, of Jefferson.

A paper was read by J. H. Knapp, Sup't of Knox county, on the subject of *The Educator Outside the School-room*.

On motion, the several papers read were referred to the Committee on Resolutions.

On motion, the Association adjourned until 2 P. M.

The Association met at 2 o'clock P. M.

The Chairman presented a communication from Pres. Edwards, inviting the members of the Association to visit the Normal University while in the city.

On motion, the communication was received with thanks, and the following morning designated as time of visit.

Sup't Wilkins invited the members of the Association to visit the Blooming-ton High School on their return from the University.

On motion, the invitation was accepted.

A paper was read by T. R. Leal, Superintendent of Champaign county, on the subject of *Primary Instruction*.

The subject was discussed by Sup'ts Stevenson, of Putnam; Wilkins, of McLean; Knapp, of Knox; Wells, of Ogle; Kennedy, of Monroe; Day, of Lasalle; Boyce, of Lake; Eberhart, of Cook; Ethridge, of Bureau; Slade, of St. Clair; and Chalfant, of Logan.

On motion, the former rule was ordered, "That members be allowed to speak but once, and for only five minutes, on any question."

On motion, the Association adjourned until 11 o'clock to-morrow morning.

WEDNESDAY, OCT. 16TH—11 O'CLOCK A. M.

The Association met, and was opened by prayer.

Dr. Gregory addressed the Convention on the subject of the *Competitive Examination of Pupils*.

The subject was discussed by Sup'ts Wilkins, Knapp, and Wells.

On motion, Dr. Gregory received the thanks of the Association for his interesting addresses, and was heartily welcomed into the ranks of the teachers of Illinois.

On motion, a committee, consisting of Sup'ts Pace, Higby, Hill, Slade, and Clark, was appointed to bring before the Association in a proper manner the death of some of the former members.

On motion, the Association adjourned until 2 o'clock P. M.

The Association met at 2 o'clock P. M.

Moved that the Association adjourn after the lecture of Pres. Edwards in the evening. Carried.

H. H. Boyce, Sup't of Lake county, addressed the Association on the subject of *Patriotism in Schools, and our Relation thereto*.

The subject was discussed by Sup'ts Chalfant, Webster, Leal, Knapp, and Pepoon.

O. S. Webster, of Sangamon, addressed the Association on the subject of *Township Treasurers' Accounts*.

The subject was discussed by Sup'ts Knapp, Day, and Boyce.

On motion, the addresses of Sup'ts Boyce and Webster were referred to the Committee on Resolutions.

The Committee on Resolutions made the following report, which was adopted:

Resolved, That, as Superintendents of the Common Schools of our great and rapidly-advancing state, we can not overestimate the responsibilities of our position, or devote ourselves to its duties with too great enthusiasm.

Resolved, That the State Association of County Superintendents is to the Superintendents what the County Institute is to the county teachers, and that it is as much the duty of the superintendents to attend their association as it is of teachers to attend their institute.

Resolved, That we rejoice exceedingly in the growing prosperity of our Normal University, and testify, from our personal knowledge, to its wide-spread and elevating influence among the teachers of the state.

Resolved, That we recommend the daily reading of the Word of God, and other devotional exercises, in our public schools.

Resolved, That, believing no child should lose the privilege of our common schools on account of poverty, we recommend that directors be authorized to furnish text-books free of charge to those pupils too indigent to purchase them.

Resolved, That we believe it to be the duty of the state not only to furnish common schools, but to found and maintain, at public expense, higher institutions of learning for all, both rich and poor, who may desire the advantages of a liberal education.

Resolved, That we will discuss thoroughly in our respective counties the Township System of Schools, and urge its adoption by the next legislature.

Resolved, That we recommend the Word Method, together with the common method, as the most effectual way to prevent the formation of vicious habits in primary reading-classes.

Resolved, That we recommend the American Flag as a part of the furniture of the school-room, and that devotion to it be diligently inculcated by the teacher.

Resolved, That we recommend school directors to close their schools during Institute week, and allow the wages of the teachers to continue the same as if the schools were in session.

Resolved, That our thanks are due to the C. B. & Q., the Northwestern, the C. A. and St. L., the C. & R. I., and the St. L. J. and C. Railroads, for their reduction of fare to members of the Association; also to the Ashley and Burch Houses for reduction of fare.

Resolved, That our thanks are due to the owner of Royce Hall for the use of the hall, and to Sup't Wilkins for the many kind offices he has performed.

Resolved, That our thanks are due to Pres. Edwards for his noble lecture; to Hon. N. Bateman for the courteous and dignified manner in which he has presided over the present session; and to W. S. Coy, Sup't of Kendall county, for the efficient manner in which he has discharged the duties of Secretary.

The chairman read a paper on the subject of *The Bible in Schools*, which was discussed by Sup't Kennedy, of Monroe.

On motion, it was ordered that the proceedings of the meeting, together with all papers read, be published in the Illinois Teacher.

The Committee on Normal Schools reported the following, which was adopted:

WHEREAS, we believe the establishment of County Normal Schools to be the only way in which a sufficient number of trained teachers can be secured to the schools of the state; therefore,

Resolved, That we deem the establishment of these schools of the highest importance to the success of the school cause in Illinois.

Resolved, That a committee of three be appointed to take this matter into consideration, and propose a plan for the organization and establishment of those schools and report at our next regular meeting.

The chairman appointed the following gentlemen to constitute said committee: Sup'ts Eberhart, of Cook; Coy, of Kendall; and Day, of Lasalle.

On motion, it was voted that the next meeting be held in the City of Aurora, commencing on the second Tuesday of October, 1868, and continuing three days.

On motion, the chairman was appointed a Committee to arrange Programme, and Sup'ts Coy of Kendall, Smith of Kane, and Richmond of DuPage, Committee of Arrangements, for next meeting.

The Association adjourned until 7½ o'clock.

The Association met at 7½ o'clock.

The committee appointed to bring before the meeting the death of some of the former members, reported the following:

WHEREAS, we have learned with deep regret of the death of Sup'ts M. F. Button, of Henderson county, and M. E. Ryan, of Bureau county, since our last meeting;

Resolved, That we tender to the citizens of their respective counties our sincere regret for the loss they have sustained.

Resolved, That we are reminded by this solemn visitation of the uncertainty of life and the certainty of death.

The Convention adjourned to meet in the City of Aurora on the second Tuesday of October, 1868.

W. S. COY, Secretary.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, *Springfield, Ill., November, 1867.* }

SCHEDULES, HOW KEPT AND CERTIFIED IN CERTAIN CASES.

In the case of union or graded schools, taught by a principal teacher with one or more assistants, or in the case of any school in which more than one teacher is employed at the same time, it is held that the requirements of the law will be satisfied if the principal teacher keeps, certifies, and returns, the schedule for the whole school. Every such school is a *unit*, regardless of the number of grades or departments it contains, or the number of teachers employed; and for one school the law requires but one schedule. If the school is so arranged as to admit of it, the principal teacher should personally note the presence or absence of every scholar; but if each assistant has sole charge of a separate

room, to which a certain portion of the pupils go, at once, when school opens, without passing under the eye of the principal, as is generally the case with graded schools, then each assistant teacher should keep a careful record, in a book or register provided for the purpose, of the presence or absence of every pupil belonging to his or her separate room or department, and at the close of each day these separate registers should be left on the desk of the principal, to be by him transcribed into the general schedule of the school. When the schedule is completed, the principal, only, should certify and sign it.

In respect to the manner of paying the teachers in such schools, it is quite common and convenient, and legally warrantable, to pay the whole amount to the principal, and let him pay the assistant teachers the amounts due them, respectively. When this course is pursued, the certificate of the directors to the schedule should be modified so as to read, substantially, as follows:

"We, the undersigned, directors, etc., certify that we have examined the foregoing schedule, and find the same to be correct, and that the school was conducted according to law: that there is now due said ———, teacher, and his assistants, as per contract, the sum of ——— dollars and ——— cents, and that the said teacher, and each of his assistants, has a legal certificate of good moral character, and of qualification to teach a common school," etc.

There are other modes, equally right and proper, of paying the teachers, where two or more are employed in the same school; but the above will perhaps be found as simple and convenient as any.

LEAVING THE SCHOOL-ROOM DURING REGULAR SCHOOL-HOURS.

The legal power of school directors to make and enforce an order forbidding pupils to leave the school-room during regular school-hours, for the purpose of taking music-lessons, or any other lessons, or for any other purpose, excepting in cases of special emergency, is clear and unquestionable. Such power is undoubtedly conferred by Section 48 of the school-law, and is necessary to the successful management and control of the public schools. School directors are not only possessed of such power, but it is often their duty to exercise it. The idea of permitting pupils to leave the school-room for the purpose of attending to any outside pursuit or engagement is incompatible with that regularity of attendance and that order of classification and recitation which are indispensable to the success of any public school. Lessons in music, and other branches not customarily taught in the public schools, are highly important and proper in themselves, and by no means to be discouraged; but nothing whatever (save special emergencies) should be permitted to interfere with the regular routine of school duties. The necessity of this is self-evident. Any other view would place a public school at the mercy of outside parties. For, if one scholar may leave at one hour, to take a music-lesson, another may leave at another hour for the same purpose; and in the same way for the purpose of taking lessons in penmanship, book-keeping, and a variety of other things, until pupils will be coming and going at all hours of the day, and the regular routine of the school be completely broken up.

The proper course, therefore, is to lay it down as a rule that no scholar can be permitted to leave the school-room, during the regular school-hours, for any such purpose. This principle is grounded upon the duty of consulting the greatest good of the greatest number. While the public schools are in session, their interests are paramount over all others. If a conflict arises between the

school-hours established by the directors and those prescribed by outside teachers or parties, the latter must, in all cases, yield to the former. The interests of the public schools can not, and ought not to, be compromised, and other persons must, if necessary, change their hours accordingly.

NEWTON BATEMAN, Supt. Public Instruction.

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

OUR PREMIUMS.—The publisher of the Teacher would invite the attention of all, and especially of County and City Superintendents of Schools, and others whose positions afford them opportunity for enlarging the circulation of the journal by a moderate expenditure of time and effort, to the announcement of premiums for lists of subscribers obtained during the next six months. The announcement will be found on the first page of our advertising sheets. It is the intention of all concerned in its management that the next volume of the Teacher shall be an improvement on any that have preceded it. A little work on the part of our friends in all parts of the state in increasing our circulation will aid materially in fulfilling this intention. We do not propose to pay our premiums in articles that can be purchased at a large discount from the prices at which they are offered, but in national currency, at the value stamped upon its face. A full prospectus will accompany the December number.

STATE TEACHERS' ASSOCIATION.—The Executive Committee of the State Teachers' Association announce that their arrangements for the annual meeting are nearly complete, but they can not yet give the public a programme which will be certainly carried out. The citizens of Galesburg have done their part, and entertainment in hospitable homes may be expected by the ladies, if not by all teachers. Mr. G. F. Root, of Chicago, will take charge of the music on the occasion. Drs. Gregory and Bateman will be there and will be heard from. Our colleges will also be well represented. The Chicago, Burlington & Quincy Railroad promises free return tickets, and a reduction is expected on other roads.

Much dissatisfaction is expressed in regard to the time fixed by vote of the Association (Dec. 31st). The Christmas holidays seem to be preferred. If teachers are specially interested to have a change, the Executive Committee will be happy to hear from them.

H. L. BOLTWOOD, Princeton, }
W. H. V. RAYMOND, Alton, } Ex. Com.
M. ANDREWS, Warsaw.

THERE are two subjects that are now agitating the minds of teachers, and, to some extent, the people, upon which we may hereafter have some thoughts to present: we mean the subjects of UNIFORMITY IN TEXT-BOOKS, and COMPULSORY ATTENDANCE UPON SCHOOLS. There are very obvious arguments in favor of each, and we think we see a tendency among many of our most zealous cola-

borers to demand both. The principles of our nature are such, that, when we have labored long and earnestly to accomplish any seeming great good, and have not perfectly succeeded, we are very prone to invoke the aid of law, and attempt to legislate it into being. It requires but little knowledge of the past to show us that some of the most flagrant wrongs have been brought about by very good and altogether well-meaning men, in their zeal to accomplish an acknowledged good.

No lover of his country can look upon its present tendencies without the profoundest alarm. By the seeming necessities of our position, centralization is increasing continually, and the people are becoming so accustomed to it, that the return to our former principles will be almost impossible. In the stern trial of war we have seen the necessity for a strong government, and have found some benefits arising from it; and all know that such things leave us not as before. Some grow to love—at least—the results, and do not, for the present, see the danger. So with those who so earnestly urge the state to take the matter of text-books and attendance in hand. Nearly all the arguments we have heard urged are those which flow from the idea of a strong government—a state distinct from the governed. We must confess to a settled and earnest dislike of asking the *state* to meddle with the *people*. These latter *are* the state. We look at Prussia, and fancy her school system perfection, and enthusiasts run mad over it, and hold it up continually for imitation and emulation, oblivious of the fact that it proceeds from an entirely different condition of things, and on an entirely different theory from ours, and also forgetful that it is *just possible* that it is not so perfect as we have been told. But we did not think of writing an article on this, and we stop.

In the September number of the Pennsylvania School Journal we find a discussion of the question of Uniformity, by the Editor, with the most of which we are much pleased. In the State Association the question of compulsory attendance was fully discussed. We annex the remarks of Superintendent Wickersham, deeming them very pertinent and conclusive.

"No one doubts that children have a right to be educated. Every child born into the world brings the right to an education. They can be educated, and therefore ought to be. If every child has the right, it involves the duty upon some body to educate it. Whose duty is it? There are three agencies to whom the duty has been thought to belong: 1st, the church. . . . And now how is it with the state? Strange as it may seem here, it is not the state's duty to educate in this country. We have no state schools in America, properly speaking. In Europe they have state schools. The government claims a divine right, which is exercised, for educating the people. They build houses and furnish them without the people's consent. The power comes down from the king. But our system is not a state system. Our writers on common law hold that it is the duty of some other power to educate the people. There is another authority acknowledged in this country. The state has something to do; it regulates the exercise of a power that comes from another source. If that is true, then it seems to me to take away the main ground of the compulsory attendance argument, which is, that the state pays money for education, and ought to compel children to attend. The state did not pay any thing for schools: it is simply the agent and servant of the people. It is the people's money that is used. If I do not find the duty to educate in the church or the state, where then? In the bosom of the parents. God gave children to parents, and the relation of parent and child involves the duty to educate. The parent should perform the work of education. The state simply regulates what the state has to do. I hope the American people will never imitate European systems. We want to establish a democracy—to overthrow the divine right of kings, and establish the divine right of the people to rule themselves.

We have no state schools in this country, and to the parent belongs the right to educate. I deny that it implies that the state should compel children to attend school. It may make regulations; it can not compel. And so, if my propositions are correct, this doctrine of compulsory attendance would be antagonistic to our principles of government. I never want to see the anomaly of compulsory attendance introduced in this state. I have special objections to it. I am a parent. I should not like to have an officer come into my house and say that I should send my child to any particular school. God made me his parent, and I want to exercise the right to educate him. What I want as an individual, I want for every individual in Pennsylvania. I want to make the public schools so good that they will send them there in preference to private schools; to hold out the temptations of good schools, houses, grounds, and teachers, as rewards for sending to the public schools, but no police-officer to take away the child, and say what school he shall attend. This question lies at the very foundation of our government, and it seems very clear that this doctrine is a European anomaly, opposed to our democratic and republican ideas of government, and therefore — officially and privately — I am opposed to it."

GENERAL EXERCISE.—'Waking up Mind' is considered a matter of so great moment in the school-room that no educational work is complete without one or more references to it. Every active teacher is continually on the 'qui vive' for something to increase the variety of his exercises and to enhance the pleasure of mental acquisition. For the purpose of assisting our fellow teachers in their search for ways to vary the usual school-routine, we describe an exercise practiced in our classes, premising, however, that the idea is not entirely new or original.

At a certain time each week the pupils of a division of the school are each expected to be prepared with some fact of science or history, or some item of news, to be stated when called for, for the benefit of the whole. In their search for these items they are at liberty to look where they please. The current news of the day forms a source of large supply. In making the division of the school for this exercise, it may some times be that the number is too great for all to be called upon during the time allotted. Still the benefit to the individual will be largely secured if those selected are taken by chance. To farther convey our idea, we insert the responses given by those selected in this manner from a class of 50 pupils. The exercise lasted eight minutes.

1. The full vote of California in 1867 was 92,108, which, by the usual estimate that the number voting is one-seventh the population, gives that state an aggregate of 644,756 people. In 1860 the population was 361,353, or a little more than one-half its present size.

2. It is said that full 7,000 people in New-York City wear glass eyes, and that there are two or three of these eye-factories there.

3. The Bosphorus is to be bridged. The distance is 3,360 feet. The bridge is to have only three arches.

4. An important discovery of gold has been made in Chili.

5. The oldest saw-mill in Fond-du-Lac, Wis., was destroyed by fire, Oct. 1.

6. Portions of the covering of the crib at the lake end of the tunnel were carried away by the recent storm.

7. Michigan University has 1,300 students.

8. It takes two hours to wind up the English Parliament clock. Its dials are 22 feet in diameter, and the hour-bell weighs 15 tons.

9. A company in California expects to obtain five tons of borax per day from a lake in the vicinity.

10. Prussia has added two new frigates to her navy.

11. Two hundred thousand cigars per month are made at the Michigan state-prison.

12. Garibaldi has refused to give his parol not to engage in hostilities against the Papal States.

13. Fort Lyon, in Arkansas, is about to be rebuilt at a cost of \$700,000. It will be one of the finest forts in the West.

14. There are 70 lodges, containing 8,000 Good Templars, in Connecticut.

15. Cambridge, Mass., has caught the annexation fever and wishes to become a spoke in the 'Hub', like Roxbury, or Dorchester.

16. The diameter of the Moon is 2,200 miles. Its distance from the Earth is 240,000 miles, and it moves at the rate of 2,300 miles per hour.

During the progress of the exercise opportunity will frequently occur for calling for farther information upon the topic, or for the teacher's giving it or correcting the erroneous impressions of the pupils. If rightly managed, this can be made one of the most interesting and profitable exercises of the school-room.

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THE ADVANTAGES AND THE DISADVANTAGES OF GRADED SCHOOLS.—There is a wide difference between the old-fashioned New-England District School, with its no classification and every pupil ciphering away on his own hook, its total individualism, and the thoroughly-graded school of to-day, as found in our larger cities. No person will deny, we presume, that progress has been made in the theory and work of education, as he looks at the two extremes thus presented. And yet there is a feeling in the minds of many that the difference is not wholly progress in the right direction, that there are evils arising from this very system of classification and gradation. It is said, and with some truth, that the present system is the enemy of all superiority, reducing all things to the same dead-level of uniformity, so that a brilliant scholar is almost an impossibility. The graded course of study must of necessity be adapted to the medium intellect and industry of the city child, while the naturally brighter, or more industrious, are almost debarred from preceding them. In the district school of the years gone by, the boy or girl who could only attend school during the winter months, whose body was toughened by labor, and whose mind and brain were eager for knowledge, made progress during the three months of his school that would astonish us now-a-days. To be sure, he was not so thoroughly grounded in the minutiae of the primary studies, and probably was not so polished in any part of his training, as the high-school graduate of to-day; but there was a grasp of the subject, a vigorous assimilation going on, that we look for with desire at the present time. The problem before us is, how to secure this individualism, so to speak, and at the same time retain the undoubted advantages of classification. As it is now in our cities, the school-system resembles a vast machine, into one end of which the little child is put, and in the course of just so many years he emerges from the other, perfectly polished, exactly like any one of the rest, no larger, no smaller,—like pins ready to be stuck in papers, folded and labeled. It is to avoid this evil that our friend of the Athenæum at Jacksonville has made his 'discovery' of a school without classification, thus having reinvented the old district school,—with the addition of more teachers to the same number of pupils. His success in this shows that the evil of which we have spoken is felt in the community. Any one who will take the trouble to examine the grades in

some of our city primary, intermediate and grammar schools, with their subdivisions, will see how difficult it is for a child who gets out of course to get in again. It is almost necessary to go back to the beginning and get into the endless screw again. Many parents do not wish to send their children to school at an early age: they prefer, as do we, that a child should be ten to twelve years old before entering school. It does not follow that such children are ignorant because they have not been to school: they are generally in advance of those who have been attending school steadily, and in a few years will stand far above them in scholarship; but now they are untaught in many of the technicalities and trivialities of the school-room, and upon examination appear to great disadvantage. There is another difficulty in this gradation and elimination that we have some times felt. All children of the same grade of advancement are brought together in the same room, thus taking entirely from the child of the lower grade the influence of the upper. This has its obvious advantages, and we do not know that it can be avoided. And yet, in the old district school the influence of the studies and recitations of the upper classes upon the lower was a distinctly-felt fact. Many a youth who never studied the upper branches, so called, got no despicable knowledge of them, merely from seeing and hearing others. Unconscious tuition, we are taught, is not to be despised or overlooked. We wish some of our teachers would give us some thoughts upon this subject for publication: it is one that needs discussion. Tell us how it can be managed that, while the course of study is adapted to the medium pupil, the brighter and more earnest shall not be kept back; how a young person who has reached some maturity of mind can, without the previous training of the system, be allowed to pursue certain parts which he himself desires, or his parents desire for him; how, in other words, we can secure the advantages of graded schools, and at the same time avoid the procrustean bed upon which they stretch all.

MICHIGAN TEACHER.—Our peninsular neighbor, referring to an item in the September number of the Teacher in which we made mention of Quackenbos's Arithmetics, thinks it would be 'interesting' to know the cost thereof to the book-publishers. Without intending, in the least, to encourage a spirit of intermeddlesomeness, we will state, for the pleasure of our brother, that the cost of said item was the time, stationery and postage necessary in sending us a short note, and *nothing more*. We will farther state that compensation has been frequently offered for the insertion in our pages of articles in the interest of book-publishers, but such offers have invariably been refused. In our advertising sheets parties interested can secure space for puffing their wares, and no where else. Should the management of the Michigan Teacher wish to profit by learning farther concerning the manner of conducting this journal, we presume the publisher will be happy to give all needed information, always making allowance for that indiscretion which is outgrown with maturer years.

WE would call the attention of teachers to the article in our last number on the use of the *Stereoscope in the School-room*. The idea seems to us an excellent one, and worthy the consideration of all. But it is not merely to advise the use of the stereoscope that we write. The thoughtful teacher, upon reading the article indicated, will see at once that there is something deeper than this in it. There are many stereoscopes among us, and some might be had for our schools, doubtless; but of what avail will they be, unless behind them

there is a live teacher? From some experience in school work, we are convinced that there is need of more mental activity among teachers, directed toward their daily work in the school-room. We speak advisedly when we say that too large a proportion of our teachers feel but little, if any, interest in their calling. It is to them unmitigated drudgery, endured only for the sake of the salary it brings, and because they must do something, and this is the readiest means offering itself to them. We are sorry to believe that it is so to a very large degree with our lady teachers. The business of teaching is taken up for a little while only at farthest, until some better thing comes to them. It is to most a penalty for poverty, and lack of friends to support them; endured bravely and joyously by a few who have learned the secret that makes the 'purple of the stubborn thistle outbredden all voluptuous garden roses', but by the many with secret repinings and murmurings, that take away all life and joy from the work. And so weariness of body follows weariness of spirit, and sickness comes in its train—traceable, too often, directly to the fact of lack of love for and interest in our work. For the true teacher will always do something more than follow the routine of the text-book: he seeks new illustrations; he cultivates, both in himself and in his pupils, habits of observation; his interest will show itself in various contrivances to awaken thought among his pupils, and to teach them of the wonders of God's creation all around and within them. We know—and feel in our daily work—that there is great lack of apparatus and means of illustration in our schools. Too few school-committees are there who will give a teacher ample facilities for working out all his ideas; but in some respects this is not so much to be wondered at. How many times have we seen valuable apparatus neglected, broken, scattered and destroyed, simply because the teacher took no interest in any such thing, and culpably neglected or damaged it. The true teacher draws his illustrations from all around. If he teaches arithmetic, it is made vital by explanations and actual work; grammar is to him something more than parsing, and is learned not alone nor chiefly from the text-book, but from the reading of our best authors; geography is not the dead, dry bones of statistics and localities merely, but is instinct with life, illustrated by history, by voyages, by the course of commerce, by the columns of the daily journal: and so of all studies. Having eyes, we see not, and so pass through life blind, because we open not our eyes. To illustrate this: How many of us are there who, if the leaves of the trees which we have seen nearly every day of our lives were laid before us, could select and name with certainty ten different kinds? and how many can name the common trees of our yards and the forest by their bark? We hear much said of object lessons now-a-days. How easy to excite the interest of children by object lessons on leaves, on barks, on different woods, on insects,—in short, on any thing that is about us, if we only have life in us. We would suggest to our lady teachers to try the experiment, now the leaves are falling, of engaging their pupils in selecting and preserving the most beautiful specimens. Varnished, or dipped in a solution of gum-arabic, they will retain their brilliant colors a long time, and wreaths made from them are beautiful ornaments to the window of a school-room, especially if so hung that the sunlight can strike them. Then there are skeleton leaves, of which we spoke in a former number; and this is but an illustration. Whatever you are teaching, then, fellow teacher, whether the letters of the alphabet or the high truths of mental or physical science, have

life in yourselves if you expect it in your pupils, or if you hope for pleasure or even health in your employment.

We would invite from our various City Superintendents some communications upon the subject of *School Statistics*. We think there is need of a thorough revision of the whole system. It seems to us they are becoming too onerous and complicated, without corresponding advantages, and the time and patience of the teacher is thus severely and uselessly tried. Of what real avail are the most of the statistics printed in our school reports? "Nothing lies like figures" is a well-known saying, and it is too true of some statistical reports that we have seen. It is according as we take them, whether they tell one story or another. It is easy for a person sitting in his office to imagine that he would like to know a certain thing, and then to get out his blanks accordingly. It all comes under the head of statistics, and of course must be valuable. So the teacher submits, and the public pays for the printing — and that is done. It might be desirable, under certain aspects, to know how many of our school-children have blue eyes, how many black, or brown, or gray, and how many have black hair, or red, or flaxen, or mouse-color; but it is hardly worth while to burden the teacher with a report of the 'statistics'. On second thought, we are rather sorry that we have suggested the above, for some enterprising superintendent may take a hint from it.

We take the following from the Danville Commercial, one of the best of our exchanges. We have hitherto systematically refrained from taking up space in our columns with any of the numerous commendatory notices that our journal has received. We depart from our rule in this instance because the duty, which every teacher owes to himself and to his profession, of taking an educational journal is so clearly stated:

THE ILLINOIS TEACHER.— This monthly, published at Peoria, and edited by Prof. Baker, of Springfield High School, is the organ of public education in this great state. As such, it is, and should be, a medium of sympathy among all the teachers of the state. No teacher who wishes to identify himself, or herself, with the educational force of the country, who aspires to any thing better than mere time-serving and expediency in his work, can possibly attain his true position without access to this teachers' mouthpiece. School officers also will find in the Teacher an official article in every number from Dr. Bateman, answering some difficult question, and conveying valuable instruction. We may add that the quality of the magazine is constantly improving. The recent numbers are full of interest, and suggestions valuable to every teacher. It costs \$1.50 per year, but it is worth many times that amount to those who are striving to improve in their profession. We earnestly recommend the teachers of our fall and winter schools to send for it immediately, and read it carefully for the next six months at least.

MR. ANDREW J. RICKOFF, formerly Superintendent of the Public Schools of Cincinnati, Ohio, has accepted the superintendency of the Public Schools of the City of Cleveland, in that state. He was reelected in July last to the situation he formerly held in Cincinnati, but declined to accept at the salary attached to the office. The Cleveland Board of Education, having been apprised of his willingness to reënter the public-school work, offered him a salary of \$4000, and he at once entered upon the duties of the office in his usual efficient manner.

JOHN HANCOCK, of the publishing house of Sargent, Wilson & Hinkle, has been elected Superintendent in Cincinnati, in place of Mr. Harding.

COUNTY INSTITUTES.

CRAWFORD COUNTY.—According to notice issued by the County Superintendent, the teachers of this county convened at the Court-House on the 20th of September, for the purpose of organizing a Teachers' Institute. The County Superintendent called the meeting to order, and stated its object, calling attention in a few brief remarks to the necessity of such organization. The Convention organized by adopting a constitution and by-laws, and electing the following officers: G. N. Parker, President; J. A. Maxwell, Vice-President; D. H. Osmon, Treasurer; J. M. Longenecker, Secretary. The President appointed as an executive committee J. A. Maxwell, S. M. Bailey, G. M. Shipman, E. R. Banning, and chairman *ex officio*. The best method of teaching the alphabet was taken up and discussed. Mr. Bailey would make the letters on the black-board, calling the attention of the pupil to the shape of the letter. Mr. Maxwell thought Mr. Bailey's method very good, but would use cards. Mr. Osmon had used letters on blocks, asking the pupil to draw certain letters, also had taught them to sing. Mr. Parker condemned teaching by rote or in singing manner, would teach the sound of the letter clearly, would use cards and consider only a few letters at a recitation, as long lessons were likely to discourage the pupil. The question as to the best means of securing the Attendance of scholars was presented, and discussed by Messrs. Bailey, Banning, Osmon, Maxwell, and Parker. The subject of Corporal Punishment was discussed by Messrs. Banning, Bailey, Maxwell, and Parker, who stated that he was in favor of corporal punishment when other means fail to secure discipline, but would not abuse that means of punishment. He said the law would sustain the teacher in the use of corporal punishment, but not in the abuse; read several decisions of the courts sustaining the assertion. The teacher for the time being sustained the relation to the pupil of a parent, and would be subject to the same penalty should he use cruelty. Object Teaching and Oral Instruction took up most of the forenoon session of the second day. This was a very interesting discussion. In the afternoon the Institute disposed of the remaining propositions reported by the Executive Committee, and proceeded to the election of officers. The former officers were reelected. The President appointed Messrs. Maxwell, Bailey, Osmon, Banning, and Ransom, Committee on Resolutions. The committee, after a short consultation, introduced a series of resolutions which were unanimously adopted. The President urged those present not to be discouraged by the small attendance; for what they had lacked in numbers they had made up in energy. The Institute adjourned to meet in Robinson, on the first Thursday in April, 1868.

CLINTON COUNTY.—The Institute held a three-days session at Trenton, beginning Oct. 1st. O. B. Nichols, County Sup't, President; Z. Case, Esq., Sec'y. A discussion on Religious and Moral Instruction was participated in by Messrs. Hillman, Nichols, Wyle, Lewis, Ely, Lowe, and Richardson. A class exercise in *Orthography* was conducted by Mr. Murray. Prof. Hillman (Sup't of Washington county), delivered a lecture on *A Character for the Times*. A discussion on the manner of conducting Institutes was participated in by Messrs. Hillman, Nichols, Wyle, Lowe, Ely, Lewis, Angier, and Murray. Misses Lizzie Twiss and Pamela Lacey were appointed critics. Mr. Lowe conducted a class exercise in *Written Arithmetic*. The Committee on Text-Books submitted a report, which, after some amendment, was adopted. The list of books recommended is as follows: McGuffey's Readers, Webster's Elementary Speller, Greenleaf's Arithmetics, Greene's Grammars, Goodrich's Histories, Mitchell's Geographies, Wells's Science of Common Things, Spencerian Penmanship. Prof. Hillman conducted exercises in *Cube and Square Roots*, and in *Geography*. Rev. Mr. Phillips addressed the Institute from the text 'Show thyself a man'. Mr. Barkley illustrated the Phonic system of primary instruction. Mr. Lewis conducted an exercise in *Grammar*. After the adoption of a series of resolutions, the Institute adjourned. The next regular meeting is to be held in Carlyle, beginning the last Tuesday in March, 1868, and continuing four days. A special meeting is to be held in the same place, during the Christmas holidays, for the purpose of examining the school-books now in use, and recommending a series for adoption in the schools of the county.

EDWARDS COUNTY.—The September session of the Institute was held at the Stanley School-house. Rev. A. Connett gave an exercise in *Reading*, followed by Mr. Mathews with an exercise in *Mathematics*. Mr. J. N. Thompson, of Flora, lectured, at intervals during the two-days session, on the *Organization, Government and Proper Method of Teaching Schools*; also on *Reading, Square and Cube Roots, and Astronomy*. A. Miller gave a lecture on *Grammar*; S. H. Gould one on *History*. The exercises closed with remarks by the County Superintendent, L. T. Rude, Esq.

KANE COUNTY.—An Institute was held at Elgin, during the fourth week in October. No report yet received, except a list of 18 subscribers to the Teacher forwarded by the County Superintendent, C. E. Smith, Esq.

LOGAN COUNTY.—The Teachers' Institute of this county held its second semi-annual session in Lincoln, the first week in September. J. G. Chalfant, Esq., County Sup't of Schools, opened the exercises by a short but interesting address. He urged upon the teachers present the importance of prompt attendance during the session, and regretted the lack of sympathy from the community in behalf of the enterprise. The first exercise was given by B. F. January, on the subject of *Reading and Elocution*. Following this was an animated discussion on the question of short or lengthy recitations in reading. No decision. In the evening, Prof. Richards, of Lincoln University, lectured. His remarks were very appropriate and embodied volumes of truth. B. F. January conducted the exercises in *Mental Arithmetic*. Mr. J. exhibited considerable proficiency in this branch of learning. Dr. A. M. Miller, Inspector of Public Schools, lectured on the subject of *Physiology*. He introduced the subject by showing the distinction between physiology as taught in medical schools and as taught in public schools. His remarks on the different functions of the human system were of a practical nature and of a highly interesting character. An interesting discussion upon *Penmanship* followed, participated in by a number of the teachers. Pres. Edwards, of Normal University, lectured in the evening of the second day. His lecture was of a very interesting character, and was listened to throughout with the most marked attention. The third day opened with a discussion of the question *Ought vocal music to be taught with the branches of a common-school education*. After the discussion, a vote was taken, and the question was decided in the affirmative. The exercises in *Arithmetic* were conducted by Prof. McGaw, E. Lynch, and others. The exercises in *English Grammar*, conducted by Mr. January, were highly entertaining, and the manner in which they were conducted evinced considerable ability in that particular branch of learning. In the evening, Prof. McGaw, of Mansfield, Ohio, gave one of his very interesting lectures on *Astronomy*. On the fourth day, Prof. McGaw conducted an exercise in *Object Teaching*. His illustrations by the use of a great variety of objects, which he brought to his aid, were both pleasing and instructive. At the conclusion of his exercise, the question of furnishing the public schools with apparatus was considered. A resolution asking the school officers of Logan county to furnish the different districts with suitable apparatus was discussed and adopted. The subject of Text-Books was next considered, and, after discussion, the following were adopted as a uniform system throughout the county: Willson's Spellers, Readers, and Charts; Spencer's system of Penmanship; Ray's series of Arithmetics (2d part excepted, and Stoddard substituted); Monteith and McNally's system of Geography, and Mitchell's Maps; Greene's Grammars; Quackenbos's Histories. In the evening, Prof. McGlumphy, of Lincoln University, lectured. The principal matters of importance transpiring on the fifth day were exercises in *History*, by Mr. S. G. Benedict; the adoption of a programme for the next session of the Institute, and the assignment of the teachers to their respective places on the programme. After the adoption of resolutions, the Institute adjourned. The next session is to be held in Elkhart City, the first week in April, 1868.

MCHEMERY COUNTY.—A highly successful and profitable institute was held in Marengo, the third week in October, under the charge of Pres. Edwards, of the Normal University. The morning sessions were opened with devotional exercises by Pres. Edwards; the evening, with prayer by Rev. Mr. Adams. The principal subjects brought prominently before the Institute during its day sessions, by Pres. Edwards, were—1. *Phonic Analysis*: three lectures and exercises. 2. *Reading, as a means of mental discipline and development*: four lectures and exercises. 3. *School Management*, in all its phases,—including Class-

ification, Discipline, etc., etc.: six lectures. The first he dwelt somewhat upon, as being a subject too much neglected in all our primary schools,—this neglect giving rise to indistinct articulation, provincialisms, and confused and incorrect utterances. The second was intended partly as exercises for the improvement of the class in Reading, and partly as proof of the theory he had advanced that good reading might be made a means of the highest mental culture: it was illustrated by several selections, but by none, perhaps, so felicitously as by Webster's Reply to Hayne in the Congress of the United States. In this he showed there was scarcely a faculty of the mind that was not appealed to, and strongly appealed to, for its correct understanding and appreciation. To 'School Management', etc., he devoted six lectures; and his extended experience, coupled with his acute philosophical observations, going down to the very minutiae of the subject and bringing them home to the everyday duties and responsibilities of the teacher, lent these instructions an interest and a value which the class showed their appreciation of in the somewhat ungenerous but very marked manner of requesting him to occupy nearly the whole of the last day of the institute in completing the development of the principles which he had propounded as underlying the whole theory and practice of the subject. He said he felt great pleasure at being asked to do so, and on Friday occupied the platform at intervals for from seven to eight hours. Prof. Adams, of Chicago, gave two very instructive lectures on the *Best Method of teaching History*, in connection with Gregory's Chronological Chart. The subject was ably and lucidly treated, which is saying a good deal for a subject that is generally admitted to need philosophical classification in its treatment more than any other branch of study pursued in our public schools. Mr. Rolfe lectured on *Geography*; Prof. Smith, of Marengo, on *Notation*; Prof. Smith, of Crystal Lake, on *Grammatical Analysis, and Fractions*; the County Superintendent, A. J. Kingman, on *Mental Arithmetic*. Two exercises in *Reading* were also conducted by Mr. Kingman. The evening sessions were a prominent feature, and, in an indirect way, may conduce more to the progress of education than all the other sessions together. The hall, the largest in town, was densely packed every evening by the citizens, and the rostrum was occupied solely by Pres. Edwards. His first lecture, on the 'Correlative Duties of the Community, Parents, Directors, and Teachers', was a complete and explicit *resumé* of all the principles and duties involved in the conduct of our common schools. His second, on the 'Mauzy Character of the True Teacher', was an exposition of what the teacher ought to be, mixed up with rather quaint allusions to what he ought not to be, etc. His third and last lecture, 'Education the true Source of Wealth and Power', was a masterly and comprehensive production, and called forth the repeated applause of the audience. He closed the lecture with parting hints to teachers. At the conclusion of his discourse, by special request, he favored the audience with specimens of moral, didactic, pathetic and comic reading, which drew forth the most vociferous applause. The Institute having adjourned, to meet again at the call of the President, the citizens of Marengo present, to the number of about 200, resolved themselves into a meeting, when the following resolution was unanimously adopted:

Resolved, That we, the citizens of Marengo, can scarcely find fitting words to express the interest and gratification we have felt at the proceedings of the several sessions of the Institute during the past week; that the demeanor, earnestness and ability of its members reflect the highest credit upon their profession: that to President Edwards in a particular manner we feel ourselves under obligation, for the light which his lectures have shed upon the true ground work of education, and our duties and responsibilities in connection therewith; and that when the Institute shall make it convenient to again visit our town, we will gladly welcome them to our midst, as a body which, from their onerous and important duties, deserves the highest sympathy and approbation of the public.

The full measure of the success of this institute—the most interesting and profitable ever held in this county—is in a large degree due to the untiring zeal and energy of our efficient County Superintendent, A. J. Kingman, who planned and superintended all the arrangements for carrying it into effect, and who, by his courtesy and kindness in the discharge of his duties, has merited the unanimous approbation of both the teachers and parents of the county.

I. B. L.

MERCER COUNTY.—Superintendent Atwater, in forwarding an account of this institute, writes as follows: "Two causes combined to make this institute the most profitable one ever held in the county. First, the length of the session (three weeks) was much greater than any previous institute; and second, our teacher, S. M. Dickey, is not only a collegiate scholar, but has had many years'

experience in teaching common schools, mixed and graded, during which time he has tried many experiments, rejecting some plans and proving others to be good. He has collected a fund of information by experience, which differs materially from the theories of those who have never been teachers of young children. Reform is needed in our primary teaching more than in any other department; and teachers who conduct institutes should have some experience as primary teachers." The Institute commenced its session August 20th. It was the original design to continue the session four weeks; but Prof. S. M. Dickey, who had charge of most of the class exercises, being unexpectedly called home at the end of the third week, the Association adjourned on the 6th of September. Seventy-five teachers were enrolled during the session; but there was so much irregularity in attendance that, perhaps, not more than one-half of that number was much benefited by the exercises. The institute was conducted in a manner similar to the State Normal Institute recently held at the Normal University. Instruction was given in *Reading, Arithmetic, Grammar, Geography, Phonics, Orthography, Physiology, Composition, Theory and Art of Teaching, Primary Teaching, Object Lessons, Penmanship, and History*. The recitations were about one hour in length, and were followed by a few minutes' practice in a new and much-improved system of *Free Gymnastics*. The reading exercise was considered the most important, and was repeated daily. Prof. Dickey's method of teaching reading corresponds very nearly with the suggestions contained in Pres. Edwards's new series of Readers. The common practice in our schools is to assign from two to six pages for a reading-lesson. The lesson is generally recited without study, and very frequently the pupils are unable to spell or pronounce nine-tenths of the words in the lesson. We expect to see a great reformation in the manner of conducting a reading-exercise in the schools taught by the regular attendants of the institute. One important feature of the institute was to call upon different teachers at the beginning of each recitation to state the facts that had been discussed and the conclusions derived from them in the recitations of the previous day, or of many previous days,—the teachers being required to state them in the order in which they were originally produced. This is an exercise that we hope to see introduced into many of our schools. If the teacher lacks time, let the pupils write the facts on the blackboard. It will take but a few minutes to examine them, and will do the pupils a great deal of good. Prof. Dickey delivered a lecture on the evening of Sept. 2d, to a good audience, on the subject of *American Education*. The next session of the institute will be held in Keithsburg, commencing on the first Monday in April next. Prof. Dickey also proposes to teach a normal school for a term of six or eight weeks, commencing in July next.

S. B. ATWATER, Secretary.

OGLE COUNTY.—The Teachers' Institute held its annual session at Rochelle, Oct. 1st—4th. E. L. Wells, County Superintendent, presided, and P. R. Walker, of Dement, was elected Secretary. Prof. J. V. N. Standish, of Galesburg, conducted exercises in *Grammar, Arithmetic, Orthography, and Gymnastics*. He also delivered an instructive lecture: subject, *Martyrs to Science*. Prof. S. is a thorough scholar, and an earnest and efficient worker in the cause. Dr. J. M. Gregory, of the State Industrial University, conducted an exercise in *History*, and delivered a lecture on *Education in General*, in which he presented many original thoughts. J. L. Pickard, Sup't of Chicago Schools, delivered a lecture on *Our Public Schools*, and spoke the next day on *The Organization and Management of Schools*. He said "Teachers should control themselves. Never use a hard word when an easy one will do just as well. Secure the love of the pupils." Pres. Edwards, of the Normal University, conducted exercises in *Reading*, and delivered an excellent lecture with his usual force and clearness. Essays were read by Mrs. Satterlee, Miss Hoverland, and Miss Veazie; also by Messrs. Piper, Lason, Searle, and Glenn. There were 140 teachers in attendance. All went away feeling that they had been very much benefited by this—the best institute ever held in Ogle county. Thirty-two subscribers were obtained for the Teacher. The usual resolutions of thanks to lecturers and citizens were passed, and the following:

Resolved, That the thanks of this body of teachers be tendered to our worthy and energetic Superintendent, E. L. Wells, for his untiring zeal in securing such eminent talent to conduct the exercises of this institute, and for his enthusiastic and competent labor in behalf of the schools of the county.

P. R. WALKER, Sec.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

SPRINGFIELD.—*The City Institute* met at the High-School building, on the 12th of October, at 9 A. M. Rev. Wm. M. Baker conducted the devotional exercises. Mr. Albert F. Hale conducted an interesting exercise in Dr. Dio Lewis's *Gymnastics*. He made some well-timed remarks, on the necessity of a carefully-selected diet, pure air, and appropriate exercise. He claimed that Dr. Lewis's system was better calculated to bring out all the muscles of the body than the old or heavy gymnastics, or ordinary exercise—such as walking, rowing, etc. The claims of common sense were acknowledged to be supreme, and a due obedience to hygienic laws shown to be necessary to ward off disease. A lecture on *Writing*, by Mr. Chas. F. Willcutt, followed. This effort has been pronounced the best ever delivered in the Institute on this subject. He began by giving a history of the art, stating that the name of its inventor was unknown, buried in the realms of Fable; and alluded to the opinion that the invention was of divine origin, giving the ten commandments, written by the fingers of God himself, as a proof to support this hypothesis. He claimed that uniformity was the chief desideratum, and stated that this was afforded by graded schools. The only things in the way in such schools were the incompetence and want of ambition on the part of the teacher. He then discussed the materials for writing, giving the preference in pens to Gillott's 303. The speaker thought that good ink was very difficult to obtain, and preferred that which was black when first spread upon the paper. The two points before the teacher who wished to teach his pupils a rapid, uniform and easy hand were form and execution. If he could choose, he would have the class spend a year in execution before taking up form; but as we find pupils, form and execution had to go together. The pupils should have an extra book in which to practice drill exercises. In these drills the teacher must lead, and not follow. Mr. Willcutt showed on the board what kind of exercises he would bring before the class: these of course can not be presented here. He guaranteed success to every teacher who would patiently and perseveringly take the proper course. The *Ladies' Paper* was then read by Miss Etta J. Wood, of the Third-Ward School. The ladies' paper is one of the best features of the Institute. In its columns the female teachers express their ideas of things generally, and very often make valuable and much-needed criticisms on the shortcomings of the masculine portion of the corps. Articles from this paper have been reprinted in the Teacher, with great profit to its readers. The Institute was then divided into two sections: the teachers of the upper grades being drilled in *English Grammar* by Rev. W. M. Baker, and the Primary teachers in *Reading*, by Lucius Kingsbury, Esq., of the Second-Ward School. These drills were *model* recitations, the classes and their teachers having made ample and thorough preparation. In value and interest these drills surpassed any thing of the kind heretofore offered. Criticism by Misses Sayward and Selby followed, and after the roll was called to note the tardiness and absence of the members, the Institute adjourned to meet on the second Saturday of November.....The following statistics show the condition of the schools of Springfield during the month of September: Average number belonging, 2147; average number attending, 2056; per cent of attendance, 95.7; number of tardy-marks 302; per cent. of tardiness, .4. These figures show a gain over the attendance of September, 1866, of 260 in the average number belonging, 273 in the average number attending, and 1.3 per cent. in attendance. Considerable progress is shown, we think, by this statement. There are only 35 vacant seats left, and the Committee on Schools will have to be diligent if they succeed in providing room for those seeking admission.

CHICAGO.—*Board of Education*.—At the last meeting of the Board, the resignation of Mary McDougall, assistant in the Walsh-Street School, was received and accepted. The evening schools, four in number, opened with an attendance of 699 pupils and 25 teachers. The enrollment of the schools for

September was 18,734; average number belonging, 17,387; average daily attendance, 16,769; per cent. of attendance, 96.4.

COOK COUNTY.—*The Cook County Normal School* now numbers over 40 pupils, with prospects of farther increase. The new building, erected especially for its accommodation, is nearly ready for occupancy. The feasibility and success of the enterprise seem to be fully established.

PERU.—From W. B. Powell, Esq., Sup't of Schools for this city, we have received the following report of schools for September, compared with the corresponding month of 1866:

	1866.	1867.
Number of pupils enrolled.....	675	754
Per cent. of attendance.....	94.1	96.1
Number of cases of tardiness.....	182	146
Minutes lost by tardiness.....	2118	1260
Number neither absent nor tardy.....	235	321

The teachers employed are as follows: High School—Miss M. Ladd; Grammar Schools—Misses J. E. Pennell, H. Landon, M. H. Bangs, S. E. Swan, M. D. Smith, Mrs. M. Cronise; Primary Schools—Misses M. A. Pugsley, R. E. Smead, E. G. Smith, D. E. Hill, D. B. Kilduff. The schools are evidently well graded, and the percentage of attendance is very good.

GALESBURG.—The number of pupils attending the public schools in Galesburg is 1,230. Of these 59½ per cent. were born in Illinois, 7 per cent. in Sweden, and 9 per cent. in Ireland. There are 53 colored pupils.

DECATUR.—The schools opened Sept. 16th, and are very full. 26 teachers are employed, including the teacher of writing. The new buildings furnish accommodations for 500 pupils. These rooms are very fine—fully equal to the best: size, 25×33 feet, and 15 feet high. Wood work finished in oak graining. The High School has the poorest accommodations of any school in the city—still, it numbers 85 pupils.

FROM ABROAD.

MAINE.—The Normal School at Castine has opened with a good number of pupils and fair prospects of success. The Normal School at Farmington has 117 students.

MASSACHUSETTS.—Thirty-one students have been admitted to the Agricultural College at Amherst, and twenty more applications have been made.

CONNECTICUT.—Yale has now 31 Theological, 13 Law, 20 Medical, and 114 Scientific students. In the Academic department there are 100 Seniors, 13 Juniors, 137 Sophomores, and 121 Freshmen, making in all 675 students in the whole college.

PENNSYLVANIA.—The teachers of Philadelphia have become incorporated into a Teachers' Institute, with power to hold property, the object of which is "the improvement of the teachers of the public schools of the city and county by means of lectures, essays and discussions upon educational topics, practical illustrations of modes of teaching, the formation of a teachers' library, and of a fund to be held in trust, the income to be applied to the relief of public-school teachers, who, through infirmity of years, sickness, or other disability, may need it." The plan seems an admirable one, and worthy of imitation. The legislature of Pennsylvania have appropriated \$3000 a year toward the support of the new Institute.

MICHIGAN.—*Normal School*.—Prof. E. L. Ripley and Mrs. Ripley have resigned their connection with the Normal and gone to Missouri, to take charge of the Normal Department of the University of that state, at salaries respectively of \$2,200, and \$1,000. Prof. I. F. Carey has been recalled to the chair of Ancient Languages; Prof. F. C. R. Bellows has been appointed to the chair of Mathematics; Prof. C. L. Whitney, Associate Editor of the Michigan Teacher, takes the department of Natural Sciences. Miss Hoppin succeeds Mrs. Ripley as Preceptress.....Moses Coit Tyler has accepted the professorship of Rhetoric and Elocution in the University. Prof. S. R. King, formerly a contributor to our own columns over the title of 'Sigma', has left the profession, to engage in other business. Prof. J. C. Watson, of the Detroit Observatory, Ann Arbor, has discovered a new planet: it appears of the size of a star of the eleventh magnitude, and is the ninety-third one of the Asteroids. The Michigan Teacher has reports of six of the State Institutes. The attendance averaged

about 70 or 75. Under the new system of supervision, County Institutes are being held in some counties.

OHIO.—The October number of the Ohio Educational Monthly mentions 25 institutes held in that state during the months of July and August. The Boards of Education in Cincinnati and Cleveland convened the teachers of the public schools in institutes for one week previous to the opening of the fall term. The institutes were highly successful. The papers say that the female Principal of the Cincinnati Normal Training School receives a salary of \$2,000.

INDIANA.—Hon. George W. Hoss, the present incumbent, declines being again a candidate for the office of Superintendent of Public Instruction.

KANSAS.—There are in this state three higher state institutions of learning, — University, Agricultural College, and Normal School,—besides six universities and colleges of a denominational character. Mrs. E. J. Rice, Professor of the Latin and Modern Languages in Baker University, receives a salary of \$1,000.

NOTICES OF BOOKS AND PERIODICALS.

(1) THE public have reaped the benefits of the war of the Dictionaries, in the efforts made by the publishers of each to present a work as near perfection as possible. Webster's and Worcester's larger dictionaries are each an honor to American scholarship. No scholar should be without one, and if possible both. And yet, they are for the study, rather than the fireside and counting-room; for the man of settled home, rather than the clerk, apprentice, journeyman, youthful student, and, may we not add, for the teacher, who is often changing his location. Their great size makes them cumbersome, and renders it difficult to carry them from place to place, while their cost puts them out of the reach of very many. There have been various editions of Webster issued, of smaller size than the 'Pictorial', and intended for various classes. The octavo, known as the University Edition, was one of the best, as meeting most nearly the wants of the classes specified above. But since its publication the larger work itself has been revised and enlarged. The present volume is the result of an attempt to furnish a dictionary of moderate size and cost, which should embrace the results of the revision of the larger work, and should meet the wants of the great mass, who could not obtain the Pictorial, or who desired a more condensed hand-book. It makes a volume of 1040 pages 8vo, well bound in sheep, at a cost of \$6.00. It contains 600 pictorial illustrations, inserted in the body of the work, and 30 pages of the same grouped by themselves. It also contains the usual classical, scriptural, geographical and biographical tables, to which is added a glossary of Scottish words, with remarks on Scotch pronunciation by Prof. W. Russell prefixed, and a vocabulary of rhymes. It contains also the Principles of Pronunciation and Remarks on Orthography of the larger work; also a list of words spelled in different ways, and an explanatory list of common prefixes and suffixes. The preface states that it contains (or is intended to) all English words in actual use at the present day, including those on science and art, with definitions, etymologies, and synonyms of the larger work, put in more concise form. Obsolete and rare words and self-explaining compounds are omitted. It will be thus seen that this dictionary supplies a felt want, and that for many it will be of more avail than the larger one. Especially is it to be commended to the common-school teacher, as not too bulky nor expensive, and as containing in compact form all that he will be likely to need. The print is very clear, though fine, the word itself to be defined being in full-face letter, thus catching the eye more readily. We have not compared its definitions with the larger work, nor have we gone into the vexed question of etymologies, and spelling and pronunciation, or other matters which form the *casus belli*, but can say to all who desire a dictionary for daily use, examine this.

(1) WEBSTER'S NATIONAL PICTORIAL DICTIONARY, 1040 pages, 8vo. \$6.00. G. & C. Merriam, Springfield, Mass.

(2) BULLIONS'S Latin and Greek Grammars have long been the favorites with many teachers, and have been used extensively in certain sections of our country. Their skillful presentation of the essential principles of these languages has kept them in use long after it was felt that in accuracy of scholarship and in the presentation of the results of recent investigations they were deficient. The publishers, feeling their need of revision, have intrusted the task of revising the Greek Grammar to Prof. Kendrick, of Rochester University, and the Latin to Prof. Morris, formerly of Oriel College, Oxford, England. Prof. Kendrick is well known to be one of the best Greek scholars in our country, and this is sufficient guaranty that he has done his work in a scholarly and thorough manner. As he states, he has not attempted to rewrite the grammar, but, retaining its simplicity of plan and statement, to make it accurate, and a safe and sufficient guide to the large class who will get their elementary knowledge by its means, so that the pupil will have nothing to unlearn, if he ever uses a larger and more extended work. Prof. Morris has attempted nearly the same thing in the Latin; and the result is two grammars that may safely be commended to teachers and to pupils, as plain, scientific, and thorough, and extended enough for the needs of all ordinary students. There is an undue tendency to put into the hands of a student a cyclopædia of the language, in stead of a simple grammar, and to spend his time on the minutiae and sublimities of that, rather than upon the study of the authors themselves. Such grammars have their uses, for the advanced student and professor; but we believe a simple grammar, like these before us, is better for the beginner and the ordinary college student. We are much pleased with these books.

(3) PROF. GREENE'S text-books have a place in the libraries of so many teachers that any words of ours calling attention to them would be superfluous. Foremost among those who taught the study of language through the thoughts it expresses, his books have won a prestige which makes them the highest authority in their department. The book before us is a revision and enlargement of the one already in use. What makes us more in love with this work is the fact that it was written evidently in the interests of higher culture and for the purpose of increasing the purity of the language in its common use, rather than to secure for its author a place among authors. Prof. Greene gives utterance to some such excellent thoughts on the method of learning language and the province of Grammar as a study in school, that we quote them. Speaking of the early use of language, he says, "Place a child among the cultivated and refined, and he employs, he knows not why, the pure and polished speech of his guardians and associates. On the contrary, let him fall among the rude and illiterate, and he as readily and as surely accepts for his *native* language, his *mother tongue*, their perverted words and incorrect modes of expression." "Unfortunately for the teacher, the period for direct cultivation does not come till after instinct and habit have given a degree of permanency to these malformations which have grown into a vital union with all that is good in the child's style of speaking. The task of correction has become doubly difficult, requiring the uprooting of old expressions and the planting and nurturing of new. Just what should be done to give to the child a knowledge of a foreign language must now be done to establish a correct and refined use of his own. It is not abstract principles that he wants, but rather a practical use of good, well-authorized expressions. These he will adopt, not by repeating rules, but by discarding the faulty and using the good. He learns to speak good English by speaking good English. He learns the use of new expressions by using them. Of what consequence, then, is it *how* he obtains them,—whether by rule, or by direct dictation from the teacher? The time for the teacher to commence this process of cultivation is the day the pupil enters school." "How unfortunate is the prevailing impression that the cultivation of language and the study of grammar, as a science, must begin together. There is no period, from the time the child begins to speak, through his whole life, during which his language may not be improved. On the con-

(2) BULLIONS AND KENDRICK'S GREEK GRAMMAR; BULLIONS AND MORRIS'S LATIN GRAMMAR. Sheldon and Company, New York.

(3) A GRAMMAR OF THE ENGLISH LANGUAGE. By Samuel S. Greene, A.M., author of 'Introduction to the Study of Grammar', etc. Philadelphia: Cowperthwait & Co. Chicago: Speakman & Proctor. pp. 322.

trary, there is a time when the technical and scientific statements of grammar are of little or no use. They become valuable when the child has reached such a degree of development as shall enable him to comprehend their application." In this volume such additions and alterations have been made in the text as make the treatment of the subjects more comprehensive and more critical than in the old edition. By the use of type of different sizes and styles, the important parts are indicated and a pleasing appearance is given to the page. w.

(4) THE study of Physiology is one which has become very prominent, and which is really of great importance. And yet the teacher who is looking round for a treatise on this subject to introduce into his school will find himself at a loss to make his selection or to suit himself. The books before us are an example. Each has its excellences, and each, to our mind, defects. Loomis's work—prepared by Pres. Loomis, of Lewisburgh University—is an excellent one, containing in a clear, concise form, without verbiage or too great technicality, the principles of the science; and yet it seems to us to be modeled too exclusively upon the needs of the college student to be perfect for the common school. Lambert, on the other hand, aims only at the childish comprehension, and succeeds in producing that singular medley that so many think is suited to the youthful mind. We are no believers in the science-made-easy books, and this proves no exception to the rule. Prof. Hooker's larger and well-known work is of more extended form and scope. This will be seen by noticing the subjects of some of the chapters, viz., Distinction between Animals and Plants; Man in his relations to the three Kingdoms of Nature; Connection of Mind with the Body; Differences between Man and the inferior Animals; Varieties of the Human Race; Life and Death; etc. For the family, the library, the general reader, this is the book: whether in the class-room it will work equally well we doubt. Hooker's First Book is intended to be used as introductory to his larger work. It is characterized by the same excellences as that, and we should fear the same defect in the actual work of the school-room: yet, if we were to select a book for a class of ordinary pupils in a common school, it would be this; if for a class in the high school or academy, Loomis; while for the teacher himself, or for the family, Hooker's larger work is undoubtedly the one.

(5) MAGILL'S French Grammar has been heretofore favorably noticed in our journal, and we will now simply repeat our commendation of it as a decided improvement upon the French grammars most in vogue. This Reader is prepared to accompany the Grammar, and is designed to be commenced at once, as soon as the pupil has taken a few lessons in that. The first 80 pages consist of grammatical exercises upon the various parts of speech—the sentential structure, and idioms of the language, followed in the 2d part by 64 pages of familiar conversations upon the ordinary affairs of life, and in the 3d part by 102 pages of selections from various authors. The references to the Grammar, in explanation of the rules, are very full. We should have liked them better at the bottom of the page. They will seldom be consulted now, unless with the greatest care of the teacher. A valuable addition to the vocabulary is the derivation of the words from the Latin and Greek, when possible. It will be seen that the author totally eschews the superficiality of the Ollendorf system, and believes in thorough grammatical drill, coupled with constant practice in reading. It is the true plan. This book, thoroughly studied with the Grammar, will put the careful student farther along in a true knowledge of the language than a dozen readers which are simply collections of extracts from authors.

(6) We used as a class-book the first edition of Shaw's English Literature, and have ever considered it one of the best books of its kind. The present edition is much enlarged by its editors, both American and English, and has lost most of its distinctive features. We think it has also lost some of its adaptation to use as a class-book. It has become rather fitted for the library

(4) LOOMIS'S ELEMENTS OF PHYSIOLOGY; HOOKER'S HUMAN PHYSIOLOGY; HOOKER'S FIRST BOOK OF PHYSIOLOGY. Sheldon & Company, New York. LAMBERT'S PRIMARY PHYSIOLOGY, ANATOMY AND HYGIENE. Wm. Wood and Company, New York.

(5) INTRODUCTORY FRENCH READER. By E. H. Magill, A.M. Boston: Crosby and Ainsworth.

(6) A COMPLETE MANUAL OF ENGLISH LITERATURE. By Thos. B. Shaw. Edited by Wm. Smith, LL.D., with a Sketch of American Literature by Henry T. Tuckerman. Sheldon & Company, New York. 540 pages.

and the private student, for which purpose it is very valuable. It has dropped all allusion to living authors, and has had large additions made to the catalogue of American literati. As it now is, it is the most complete of the many manuals, excepting the larger and more costly works.

(7) We believe that every boy and girl who acquires a good common-school education should, in obtaining that, have learned to keep accurately and neatly simple ordinary business accounts, and to draw up in proper form bills, notes, etc., etc. The old arithmetics all contained some of the elementary principles of book-keeping, and we believe that some of the 'progressions, and positions and alligations', etc., might be advantageously dropped, and these substituted for them. If thorough instruction were given in these, there would be less demand for the so-called 'business colleges'. One of the best 'Book-Keepings' for common schools is the one under consideration. Not too extended nor technical, it gives in the form of question and answer simple and clear definitions, with practical exercises upon the various points, which the student is required for himself to enter upon his books in due shape—not simply copying what is already put in form. The blanks accompanying are very good.

(8) We must confess that we have never been of the number of those who have placed a very high value upon the use of diagrams in the analysis of sentences, and as a grammatical aid. As, under the hands of an enthusiastic follower of Clark, we have watched them grow—from link to link—in linked sweetness long drawn out, we have never been able to get our enthusiasm aroused, nor our conception of their practical value increased. But to those who do value them, of whom there are many, we can commend this little volume. Its author is well known in connection with the Albany Normal School, and by his work on School Government. In his system of analysis he introduces some improvements upon Clark, such as have been suggested by his experience as a teacher. His system is the fullest and most complete of any that we have seen, and is worthy the attention of all grammarians.

(9) The editor of this work has aimed to present an epitome of Latin Grammar, with reading-lessons and references to standard grammars, a vocabulary, and exercises in Latin composition. He has given a very good epitome of the primary facts of the grammar, but we wish that he had carried out his first intention, and given us more reading-matter. Cæsar is *not* an easy author to most pupils, and it needs more practice in reading than this book affords before the pupil is prepared to commence it. The book is a good one of its class, though we must say we do not see any necessity for the class at all. It perhaps contains grammar enough to enable one, who does not intend to pursue the study of the language to any extent, to read some easy author without the necessity of studying a larger grammar; but such a course does not seem very desirable, nor valuable. The publishers have done their part in their usual excellent manner.

(10) The publishers of Eaton's popular Arithmetical Series have issued as an appendix to that this pamphlet, by Prof. Newton, of Yale College. Prof. Newton, as is well known, has urged the adoption of this system by our people, and is peculiarly fitted to present it simply and clearly. In the short space of only twelve pages, he gives all necessary tables and explanations, together with sufficient examples for practice,—and all in so plain a manner that the child can have little difficulty in comprehending it.

(11) This is a neat pamphlet of 24 pages, containing the usual treatise upon the new system. It is supplementary to the author's Arithmetical Series. w.

(12) The children always gladly welcome the Little Corporal. Its contents are attractive and elevating, and we are glad to know that so popular a juvenile is published in our own state. The publisher offers great inducements to clubs and to early subscribers.

(7) A TREATISE ON PRACTICAL BOOK-KEEPING. By Joseph W. Palmer. Sheldon and Company, New York.

(8) GRAMMATICAL DIAGRAMS DEFENDED AND IMPROVED. By Frederick S. Jewell, Ph.D. 207 pages. A. S. Barnes & Co., New York.

(9) A LATIN READER, WITH EPITOME OF GRAMMAR AND VOCABULARY. By Wm. B. Silber, A.M., College of the City of New York. 226 pages. A. S. Barnes & Co.

(10) THE METRIC SYSTEM OF WEIGHTS AND MEASURES. Taggard and Thompson, 29 Cornhill, Boston.

(11) THE METRIC SYSTEM OF WEIGHTS AND MEASURES. By G. A. Walton, author of a Series of Arithmetics. Brewer & Tileston, Boston.

(12) LITTLE CORPORAL. Alfred L. Sewell, Chicago. \$1.00 per year; sample copies, 10 cents,

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TEACHERS' INSTITUTES.

THERE has been more work done in Teachers' Institutes in this state during the past year than in any previous year since I have been in the state. Believing, as I do thoroughly, in the usefulness of these gatherings, I can but think that have produced much good. As I have attended several institutes lately, I have thought that a few suggestions on their purpose and management may be of use to the readers of the Teacher.

LENGTH OF SESSION.—When practicable, they should not be less than one full week in length. Perhaps two weeks would be better; but it is of the highest importance that all the members should be present every day, and from the beginning to the close of each session. Why is it that teachers, who complain so much of the absence and tardiness of their pupils, should be notorious for their faults in the same respect when attending their own gatherings?

MODEL SCHOOLS.—I am fully convinced that an institute is the more profitable, the more nearly it resembles a well-regulated school,—a model school. But little time should be spent in organization or in mere parliamentary practice. Teachers—well-qualified, well-drilled, prompt, earnest teachers—are the great want of our schools. And teachers are prepared for their work not so much by listening to elaborate lectures or fine elocutionary performances, however excellent these may be, as by actual, severe, personal drill. The object of those who conduct institutes should be not so much to amuse, or even to teach, the members as to give them exercises which shall require accurate, prompt and thorough work from them. And the teachers should go to the institute *to do, rather than to be done to.*

NOTE-BOOKS.—If an institute is what it ought to be, no member will derive a tithe of its full benefit who does not have, and diligently use, a note-book. A good way is to take brief, rapid, fragmentary notes

during the progress of the exercises, and then to expand these into carefully-prepared abstracts.

PROGRAMMES.—In order that an institute be the most successful, a well-prepared programme should be made and announced. Each person who has any exercise on the programme should be thoroughly prepared; and then every exercise should *begin and close at the very minute assigned*. For want of a previous assignment of parts, or of preparation on the part of those to whom they are assigned, or of strict regularity in the times of the exercises, some institutes lose more than half their value.

TOO MANY STUDIES.—Not too many studies should be named on the programme, nor should too much ground be traversed in any one study. Some times the idea seems to prevail that every topic that is ever taught in the school-room must at least be touched upon. This is too nearly allied to the notion which measures a pupil's acquirement by the books he has run through, rather than by the amount he has really mastered. One topic in Arithmetic, well and systematically presented, will teach more of that science to an institute than a glance at the entire subject; and a good presentation of Arithmetic will assist one to go out and teach Geography more than a too rapid and careless presentation of both sciences.

THEORY AND ART.—But I am convinced that, whatever other topics may be neglected, the theory and art of School Management, of hearing recitations and of presenting subjects of instruction to classes, should receive a good share of the time. Suggestions in these respects should be philosophical, but simple, practical, and in general such as will be of use in conducting a school of any grade or condition. Any good teacher of experience can prepare himself to give profitable exercises in these respects from his own experience, aided by such excellent books as have come from the pens of Page, Wickersham, and others.

NUMBER OF INSTRUCTORS.—I have known institutes to be seriously injured by having too many instructors and lecturers; and this, too, when no fault could be found with the instructors themselves. But so many were present, and so short a time necessarily given to each, that no one could develop any topic to the satisfaction of his hearers—much less to his own satisfaction. In this way the exercises lose all unity, and leave on the mind of the members only a confused and valueless impression. Usually two instructors are as many as can work profitably in a week's institute; and if all are equally well fitted to instruct, I should consider *one much better than four*. By employing too many instructors from abroad, the expense of the institute is largely increased; and so, not only does the work lose in value, but

the instructors fail to receive due *compensation* for their work; at least, their compensation is likely to be deficient, unless a burdensome tax is laid upon the members. Employ fewer men, get more and better work from them, and then pay them fairly for their work.

DISCUSSIONS.—A part of the time may be given, with very great profit, to the discussion of practical questions concerning schools, provided those who take part in such discussions will thoroughly prepare themselves for their work. Such discussions never fail to elicit much interest, both on the part of the teachers and of any citizens who may be present. In connection with the discussions, well-prepared and well-read essays by the ladies constitute a feature not to be omitted.

EVENING LECTURES.—Several good public lectures should be given in the evening, during each institute. In general, such lectures should not be foreign to the subject of schools and education, but should take a somewhat wider range than would be proper were they delivered to teachers only. In this way the community is reached and aroused,—although I have always found that citizens will be aroused and interested if they can be induced to come and witness the ordinary drill exercises of a good institute. It is certain that an institute which does not leave the people better in a place where it has been held has failed of a part of its purpose, and that a very essential one.

E. C. HEWETT.

NORMAL, NOV. 14, 1867.

CULTURE OF LANGUAGE.

If there is one thing which especially characterizes the American people, it is their intense practicalness. The early restriction of the instruction in the public schools to the three 'Rs', and in many cases the present disposition to confine it within that narrow scope, had its origin in this leading idea. Wherever a tendency to a broader range of study appears, it is to the introduction of the sciences or mechanic arts which are more largely entering into the daily activities of business life. The philosophy of this tendency of the popular mind, or its results in a limited scholarship and restricted culture to our people, we do not propose, at this time, to discuss. Our present purpose is to call attention to the unpracticalness of so thoroughly practical a course.

The inclination of courses of study and methods of instruction is to stimulate the power for thought and to impart knowledge which is useful, measured by the standard of availability in supplying the im-

mediate wants of life. The fact seems to be largely ignored that ability to reason increases only as the reasoning faculty is exercised, and that expression by language is the natural mode of embodying thought. Measured by the standard which a utilitarian age sets up for itself, a man is judged by what he does quite as much as by what he has the ability to do. Of what avail is it to him, then, that he has strength of mind and capacity for thought, unless he has the power to express his thoughts, to influence others by them, to make them felt? The more complete his power over language, the more exactly can he express his thoughts, and the more potent will be their influence. Hence we say that the practicalness of education in this country partially defeats its own objects. It exhausts itself in accumulating large quantities of the crude metal, which is comparatively valueless until it has passed through the refiner's crucible and received the stamp of current English at the mint of careful criticism. A man's thoughts, if he can not express them, are nothing more than the gold and silver of the miser,—of great intrinsic worth, but valueless because not applied to their intended use.

Hence we say that the pressing defect of our educational systems, to-day, lies in their uneven and imperfect development of the mental faculties. Thought is cultivated at the expense of expression. There are few indeed who do not often experience the great annoyance of a paucity of words in which to clothe their ideas. "I know, but I ca' n't tell," is an expression which comes into the thoughts of older persons as often as to the lips of children in school. Added to this poverty of language is a rudeness, indefiniteness, and lack of conciseness and clearness of expression, which, until overcome, will for ever prevent the attainment of liberal culture or high scholarship by the American people. It is the testimony of foreigners who have studied into our institutions that in no nation are the masses of the people so intelligent as in our own, yet in no one of the enlightened nations are there so few whose attainments entitle them to rank well among men of high literary culture and philosophic research. What is needed is a training of American children to a proper use of the words they employ, to the attainment of a greater fertility and correctness of language in expressing their thoughts generally. There need not necessarily be less attention given to thought-culture, but more to expression. Children will as easily form correct habits in using language as incorrect ones. It is as easy for them to say "There is no one there", or "He has my book", as to use the common vulgarisms of the school-room—"There ain't no one there", and "He has got my book". Correct use of words by children is acquired by imitation. It is desirable that they have perfect models to imitate, and that they be continually corrected when they use any of the inaccuracies of speech they hear among their associates or others.

Perhaps there is in no one thing a greater responsibility resting upon teachers, especially those in primary grades, than in the formation of correct habits of speech by those in their charge. One of the essential conditions to this is correct use of language by the teacher. An incident will illustrate. We once knew a most excellent teacher who noticed a very frequent use of the word 'well' by his pupils. Every expression was prefaced by it. Every sentence had a 'well' in it. Taking the opportunity, one day, to point out their error to them, he himself, unthinkingly, used the same word over twenty times in a conversation of ten minutes. The source of their fault was plainly revealed. How many teachers unconsciously see a reflection of themselves in the mistakes of their pupils.

It is also necessary that their wrong expressions be corrected. In this there is necessity for the utmost watchfulness by the teacher. How many, perhaps we might better say how few, are there who study to point out every error heard in false syntax, or in the pronunciation of words? Yet why not? What more important than that pupils be familiar with the correct usage of that very medium by which almost all their ideas are conveyed? With how much more pleasure do we listen to an exercise in any branch of study where just the right words and expressions are used to convey the ideas, than where the sentences are awkward and elliptical, and the words are tortured in the utterance. What we mean by a correction of improper expressions is, not merely the pointing-out of the error by the teacher, but the reproduction of the same expression in proper form by the pupil, and subsequent allusion to it, that it may not be forgotten. The forgetfulness of children is not sufficiently remembered, nor proper allowance made for it. When we notice the prevalence of the same habit among ourselves, we can see the reasonableness of leniency with them, and the necessity of frequent repetition and recurrence to the same thing before it is thoroughly appropriated.

This article has reached a greater length than was anticipated. We may, in a subsequent number, present some practical method for attaining the object which is so much neglected in the school-work of our country.

O R T H O G R A P H Y .

LESS progress is made in spelling in many graded schools than formerly in the unpretentious and really inferior institutions which preceded them. Time and attention were then given to this subject, and a desire to excel was awakened among the pupils. Wherever the

same course is pursued in well-classified schools, we shall find the results still more desirable. To begin with, the lesson should be well studied, full time for this being set apart on the programme. Pupils of the lower grades should print or write out the lesson on their slates, and scholars of the higher grades will advance more rapidly by copying the words. The recitations should be both oral and written, combining the advantages incident to both methods. The pupil's errors should be noted, and he should carefully review the words he has missed; but a thorough interest in the work is, as in every thing else, absolutely essential to complete success. The old plan of spelling for the head of the class was a powerful stimulant; the desire to be first in a spelling-match, or at least to maintain a respectable place, another. These have been discarded in many schools, and nothing equal introduced, and the consequence is retrogression instead of advancement. As an available means to secure more attention to this branch, teachers should insist upon the spelling being completely mastered before pupils are promoted from a lower to a higher reader. The class will work willingly and effectively to obtain a new book, since the reward is immediate and well understood. In the daily recitations the earnest teacher will adopt different methods to insure attention while the class is reciting. Attention in recitation is well rewarded in this study, and although a *sine qua non* in all our work, still, as only a single word is considered at a time, the instructor should use the greatest diligence to fix the minds of the scholars while reciting upon the lesson, as a word which is missed may be learned in class, while failures in other branches generally require further study.

English spelling is abnormal, and there is little in the subject to awaken interest in the class; still, it is a necessary evil and must be surmounted. An immense amount of labor might be saved to both pupil and teacher, if the alphabet and spelling could be improved. One who sees daily the great drudgery inflicted upon scholars, in learning the absurdities resulting from the carelessness and ignorance of authors and printers hundreds of years ago, can not fail to desire a reform. The misfortune is that there are so few to be found to appreciate the claims and strive to alleviate the difficulties of children; and those who do feel the necessity for a different state of things are wanting in the influence requisite to effect a reformation.

To show clearly how children are neglected, it may be stated that only here and there do we find the primary teacher recognized as one of the most responsible in the school system, and such a salary paid as proves that she is so esteemed. An examination of the schools of our country will show that the very important interests of those just beginning their education are quite generally entirely ignored. If a school-building has a dark basement-room, there we find the little ones under the charge of a second- or third-rate teacher, often a girl

fresh from school, without any experience. All this is destined, in the weary course of years, to pass away; for God has ordained that the reign of evil of any kind shall not be perpetual. If an alphabet representing with tolerable accuracy the sounds of the language could be adopted, it would remove from the path of the countless thousands who are to fill our schools in future an obstacle that tends as much or more than any thing else to create a distaste for school in the minds of children. Invention and improvement meet us on every hand, and why not progress in this direction? We now constitute a majority of the English-speaking people, and we have the right to advance in this matter; and any improvement we might make would, we think, be speedily adopted by all. It may be utopian to hope for the removal of an evil which has existed for centuries; but every one must acknowledge that the results of careless ignorance should not be perpetuated. We would like to hear the reasons, if there are any, going to show that the spelling of our language must remain in its present condition, and that what we here complain of will be too much for the energies of the indomitable Yankee nation.

RUTLAND.

COMPETITIVE EXAMINATIONS FOR THE UNIVERSITY.

MR. EDITOR: In fulfilling my promise of an article for the Teacher, I know not how I can contribute more to the interest of your pages, or help more to promote the educational work of the state, than by explaining the plan of competitive examinations proposed for the candidates for Honorary and Prize Scholarships in the Industrial University.

This plan proposes a public examination, to be held annually in each county in the state, and to be open to all pupils of the public schools who are proper candidates either for the Honorary scholarships established by law, or the Prize scholarships provided by county Agricultural Societies, in the University.

To render these examinations uniform, the questions will be prepared by the Regent and Faculty of the University, and printed copies, with full instructions for their use, will be sent to the examiners in the several counties. The Examiners are to be appointed by the Superintendent of Public Instruction and the Regent of the University. It was suggested by the State Convention of County Superintendents that the Board of Examiners be composed of the President of the County Agricultural Society, the County Superintendent of Schools, and the Chairman of the Board of Supervisors, or the Clerk

of the County Court, with such other competent persons as may be chosen to act with or for them.

The first examination will occur the last week in January, 1868, and will probably occupy one day. It will be held at the county-seat, and at such other convenient places as the Board of Examiners may appoint. It is recommended that, as far as practicable, the examinations be held on Friday the *last day of January*. This will give time to the successful candidate to get ready to enter the University at the opening of the first term, March 2d, 1868.

The candidates should come to the examination prepared with a good lead-pencil and three or four sheets of foolscap paper. They will be furnished with the questions after they are seated, and must write from their own knowledge, without consulting any book or person, answers to all the questions proposed. The answers will be first examined by the County Examiners, and only the best three from each county will be sent up to the Regent. From these he will select the successful candidate.

It is not necessary to discuss now the advantages of this plan to the University itself, though it would be easy to show that whatever shall give enlarged power and success to this great central seat of learning will react with a most benign and powerful influence upon the entire public-school system. It is rather to a consideration of its relations to the common-school interests that your pages invite me. And first and foremost among its advantages to these general interests stands the powerful stimulation it will lend to the schools themselves. Whoever has studied carefully the problem of popular education has certainly seen that the success of a school-system is due fully as much to the spirit which animates its pupils and patrons as to any excellences in the system itself. The finest and costliest machinery is of no avail without motive-power to drive it. An enthusiastic people will often accomplish more with a poor system than the most perfect system can accomplish in the hands of an apathetic population. And here lies the chief power of the competitive examination. It will arouse to new energy teachers, parents, and pupils, and awaken to fresh activity all the parties concerned in education. The competition is not simply between pupils of the same schools, but between all the scholars of the county. It will go further still, and become a competition of district with district, of town with town, of city with city, and finally of county with county.

The examination being uniform, a common standard of measurement will be applied to the schools in all parts of the state; and while the best schools will receive additional impulse, the poorer ones will be shown their deficiency and will be roused to a wholesome determination to excel.

Another and scarcely less important advantage to be gained will be

found in the directness of aim this examination will give to the school-work. It will place before teachers and pupils certain definite points of scholarship to be attained, and help to banish that fickleness in study which so often fritters away the labors of the schools. It is true, only a few pupils will be candidates for University Scholarships; but every experienced teacher knows how the presence of two or three active, earnest pupils lends inspiration to all the others. And the studies of these earnest students will speedily become the popular ones in the school, and thus the common-school cause will be made to feel the influence of the University through these examinations.

I will not occupy space to enumerate all the advantages which one may reasonably expect to flow from the competitive examination. Any one may see how the very holding of such an examination will arouse public interest in the schools of the county, and how the coming and going of the Prize scholars will stimulate other scholars to higher and heartier zeal.

If any one objects to the influence of the prize system, I beg to remind him that thus God himself governs and stimulates men. The goods of Providence fall oftenest as prizes into the hands of successful competitors. Bare emulation, alone, doubtless would produce an evil influence on the character; but emulation does not often exist alone. Like the alcohol in bread, it comes mingled with good, which neutralizes its evil and turns its stimulus into right channels. The knowledge and culture gained through the force of emulation are still knowledge and culture.

To give force and effect to these competitive examinations, several of the counties have already provided prizes of \$30 each to be given to the best scholars to help them to attend the University during the spring term, and measures are in progress to secure the offering of such a prize in every county in the state. It is further planned to secure the endowment of these prize scholarships with a permanent fund, which will yield \$100 a year hereafter, to be given to the prize scholars. May I not rightfully commend this great movement to the readers of the Teacher, and to the leading teachers and school officers of the good State of Illinois?

J. M. GREGORY.

COMMON-SENSE GRAMMAR.

SOME years ago, visiting a country school in New Hampshire, I found a boy so far in advance of his class, and of his teacher, in Grammar, that I was interested to talk with him after school. He said that he

had learned most that he knew from a little book, entitled Morris's Common-Sense Grammar. I have never seen the book: it is not among the 463 enumerated by Goold Brown, and I have sought it in vain. But there has often risen before my weary mind, weary of the labor of sifting out *grains* of sense from heaps of chaff in grammatical text-books, a vision of a common-sense grammar, which shall teach the truth, the whole truth, and nothing but the truth, so far as it professes to go.

Friend Q., now a dignified college professor, once used to say of a certain arithmetical process, "It has never been well explained, except in that perfect arithmetic that I am going to write." When I have nothing else to do, I am going to try my hand upon that common-sense grammar. Lest that time may be long in coming, let me ask your readers a few questions. Why, in the name of common sense, should our grammars fail to admit two conjugations of the English verb? *Regular* means conformed to law; and he is a dull scholar who does not see a law in the following:

Rise — rose — risen.	Fall — fell — fallen.
Give — gave — given.	Grow — grew — grown.
Throw — threw — thrown.	See — saw — seen.

The law is self-evident. The past tense is formed by changing the vowel, the perfect participle by adding *n* or *en*. The verbs are generally monosyllabic, always Saxon, and are tending toward the weak, or so-called regular, conjugation; but they are too numerous, and too uniform, to be called irregular.

Why, again, should the contractions necessary by the laws of euphony be entirely unnoticed in our grammars? *Have* becomes *had* simply to avoid the difficult combination of *vd*, but it is unceremoniously placed among irregular verbs. Sleep makes its past *slept*, simply because *p* and *d* can not unite in sound; but it figures as irregular because it happens to involve two laws in stead of one. Is not the transposition of *ax=aks* into *ask* a fact as valuable as and more suggestive than many which fill pages of our grammars, and are learned only to be forgotten?

Why should our grammars still retain the potential mode? The name is absurd: it can only apply to the verb *can*, at best. Why should *may*, *can*, and *must*, be called auxiliaries, because they are followed by the infinitive without a preposition, while *let*, *make*, *feel*, and other verbs of that class, are called principal verbs? It is 'aw a muddle'.

Why should the subjunctive mode be still retained through all the tenses? Why, indeed, be retained at all, except to be mentioned as a historical relic of the language? There is no change of form in the verb when it is used in the so-called subjunctive; and unless we have a change of form in the verb, we have no new mode.

Why retain the awkward word *participle*? or the still more absurd term participial adjective? Why not recognize that the verb has an adjective form, and call it a verbal adjective, as it also has a substantive form, called the infinitive?

The above are only a few of many absurdities common in grammars. It really seems as if grammarians had erected as many barriers as possible between the young pupil and the sense of the language, darkening counsel by words without sense.

Y. S. D.

V E N T I L A T I O N .

For twenty years and more, my attention has been directed more or less to the ventilation of buildings, both public and private, but more particularly to the ventilation of school-houses. In this, however, I am glad to know that I am not alone; for the educational writers of the country have called public attention to this subject until the topic is almost hackneyed. The highest mechanical ingenuity has also been enlisted in the construction of buildings on principles that science had taught, or seemed to teach, to be essential to their proper ventilation. And yet it would seem that all theories on this subject have been at fault; for, practically, the attempts to secure for either public or private houses even an approximation to thorough ventilation have been a miserable failure.

I regret to make this statement: I wish I could modify it. For the sake of the tens of thousands of children who have suffered and who now suffer from the breathing of the poisonous atmosphere, not only of school-rooms where no attempt at ventilation has been made, but also of rooms constructed upon so-called scientific principles in regard to ventilation, I could most heartily wish that the statement I have made were not true. It is so easily susceptible of verification, that no labored argument is required in proof. A visit to the nearest school-house, or any number of them, will sufficiently test the statement.

Now, then, what shall be done? Is there no remedy? Must we continue to sow the seeds of disease in our children by crowding them into rooms where they must breathe a vitiated and poisonous air for six hours in the day? Must a ruined constitution be the necessary adjunct of a common-school education? Is science in its application to this subject a failure? In this age, when inventive genius is so prolific in adding to the comforts and conveniences of nearly all departments of social life, is there no genius who can give us pure air to breathe in our living-rooms, our sleeping-rooms, and our school-rooms? These questions I propose to answer by a simple statement of facts that have come under my observation quite recently.

In the month of August last business called me to Normal, in company with C. H. Case, Esq., formerly a well-known and successful teacher in this state, and an intelligent and accurate observer. Having an hour to spare before train-time, we were invited to visit a house recently built, and in the construction of which principles of ventilation entirely novel had been applied, by a gentleman named Hawley. We accepted the invitation, and visited the house. Mr. Hawley very courteously showed us over his house, and explained the method of ventilation. On this subject his enthusiasm seemed without bound,—an enthusiasm, indeed, which I can now well appreciate. Here, then, was something new. I pondered and examined and inquired. All my preconceived notions were set at defiance, and yet here was perfect ventilation: here was a house in which the thermometer had not varied eight degrees from the coldest days of winter to the warmest days of summer; a house in which the temperature of the air at the top and the bottom of the rooms was nearly the same; a house through which in summer a cool, and in winter a warm flow of fresh, pure air was constantly passing. Here was a wonder. Mr. Hawley's enthusiasm was, I fear, rather contagious. Certainly my enthusiasm and that of my friend began to rise. We visited the new Congregational Church, constructed on this new ventilating method. The day was excessively warm (hot, we called it). The building had been closed for several days,—and we all know how stifling the air becomes in a close room in warm weather,—and yet we found the air in the church pure and fresh—a cool current passing through the building, with doors and windows tightly closed. Here was a new marvel. Our enthusiasm rose higher. I felt somewhat as I imagine the ancient philosopher felt when he exclaimed *Eureka!* I was not, however, fully satisfied. What I had seen was a wonder, but I must know more. I re-

turned home and sent to S. C. Griggs & Co., Chicago, for a book that treats of this new thing—"Ruttan on the Warming and Ventilation of Buildings". I do not care about advertising S. C. Griggs & Co., but any one can get the book by sending them \$4.50, lawful money, and paying 25 cents express-charge.

I studied Ruttan's method of Ventilation. I mastered the theory. There was no flaw in it: it seemed perfect; but yet, might there not be some latent fallacy in it, that practically might render it inoperative in its varied applications? I would examine further. Business took me to Kewanee. As I entered the depot, my attention was attracted to the peculiarity of its internal construction. On examination, I found the new ventilation—the Ruttan. On questioning the railroad agent, he was quite enthusiastic in his praise of it. He said it was admirable, that it was perfect: that, however cold the weather, or however full the room with people, every one remarked how pleasant and summer-like was the air in the room. Here, then, was a new and practical test, quite satisfactory.

Since then I have visited a number of houses constructed on this plan. W. H. Bradley, Esq., of Normal, Illinois, an experienced and intelligent architect, has planned and built many houses, introducing the new method of ventilation. I have conversed with owners and builders, and the testimony is so far concurrent and universal of the entire practicability of this system. The great utility and value of this invention is not so much in its adaptation to private houses as in its easy application also to school-houses. It will introduce a new era—the era of pure air in school-rooms: foul air will be the exception, and not the rule as now.

I have not attempted, as will be seen, to give the *modus operandi* of this system of ventilation, for I have neither the time nor space to attempt it. My object has simply been to call attention to the subject, that others may inquire and investigate as I have done. Send for Ruttan's book, or write to W. H. Bradley, or Mr. Hawley, Normal, Ill. They can give you information as they did me. The writer of this has no time to answer any letters on this subject; therefore do not write to your humble servant,
VIATOR.

MATHEMATICAL AND SCIENTIFIC DEPARTMENT.

THE EQUATOR.

SCIENTIFIC men do not agree in their definitions of the Equator. The *thing* itself may be well understood even by the merest tyro in Geography, yet the peculiar phraseology of the definitions has produced great confusion. Astronomers, as well as geographers, have been unfortunate in the terms used in their attempts at definition. Nor have lexicographers succeeded much better. Webster defines the Equator in the following manner: "A great circle on the earth's surface, every where equally distant from the two poles, and dividing the earth's surface into two hemispheres." This definition seems to be imperfect, on account of the doubtful signification of some of its terms. The geometrician might contend that a *circle* is a plane figure bounded by a curved line, every point of which is equally distant from a point within called the centre. It is evident that the *circumference* of a great circle is intended. Another query might arise, *how* the earth's surface can be divided into two hemispheres, since *spheres* are solids, and hem-

ispheres are *half* spheres. The meaning will appear plain enough, if we make the definition of a sphere include *a uniformly curved surface*.

Nor is the following definition of Worcester more felicitous: "The Equator is a great circle of the terrestrial sphere, which is every where equally distant from the two poles, and divides the earth into the northern and southern hemispheres."

Prof. Loomis, in his *Treatise on Astronomy*, defines the Equator as a great circle perpendicular to the earth's axis, and Meridians as great circles passing through the poles of the earth. In his *Astronomy* a *parallel of latitude* is given as any small circle on the earth's surface parallel to the terrestrial Equator, while in his *Trigonometry*, it is given as the *circumference* of a small circle parallel to the Equator. Prof. Loomis evidently means *circumference* in stead of *circle* in every instance; for one can not well conceive *how a circle can pass through the poles of the earth*.

Prof. Olmsted, after defining *great circles* as those which pass through the centre of the sphere, dividing it into two equal hemispheres, seems to have confounded the use of terms in his definition. He says: "The Equator is a great circle cutting the axis of the earth at right angles. The intersection of the plane of the Equator with the surface of the earth constitutes the *terrestrial*, and with the concave sphere of the heavens, the *celestial* Equator." This author, at last, defines the Equator *as a line*.

Now, what is the object of *lines* or *circles* surrounding or dividing our globe? What is the use of the Equator, Parallels of Latitude, and Meridians? Evidently, they are for convenience of reference. Our earth is begirt with an *indefinite* number of *imaginary* lines, passing North and South, East and West, through every conceivable spot on its surface. What need, then, of planes and circles cutting the earth asunder, when the whole scheme seems to be *to locate places upon its surface,—to tell their latitude and longitude?* Since, then, man lives *on* the earth, and not *under* it, since all his observations must be upon its surface, and since usage and custom have *marked* upon the *surface* of the earth *innumerable* lines for convenient reference, our definitions must correspond with this use. In view of the foregoing considerations, we submit the following definitions of Equator, Parallels of Latitude, and Meridians:

The Equator is an imaginary line around the earth, equidistant from the Poles.

A Parallel of Latitude is an imaginary line around the earth, parallel to the Equator.

A Meridian is an imaginary line around the earth, North and South, passing through the Poles.

The definitions here given are concise and easily understood. No teacher will fail to make the child in Geography comprehend them.

If the school-room is furnished with a globe, the task becomes an easy one.

THE SHAPE OF THE EARTH.

According to the calculations of Professors Airy and Bessel, our earth is an *oblate spheroid*, whose Equatorial diameter is 7925.6 miles; whose Polar diameter, 7899.12 miles: difference of diameters, 26.48 miles: ellipticity about $\frac{1}{308}$. This *spheroidal* shape is a consequence of its revolution on its axis. The centrifugal motion increases the tendency of matter at the Equator to *fly off*, thereby causing the region about the Poles to be compressed. Were the earth to revolve seventeen times faster than at present, objects at the Equator would lose all weight, and those that are detached would be hurled into space.

IRREGULARITIES OF THE EARTH'S SURFACE.

The irregularities of the earth's surface are inconsiderable, when we take into account its size. Standing upon Mount Blanc or Mount Washington, and discerning in the distance, as far as the eye can reach, 'Pelion upon Ossa and Ossa upon Pelion', one would be led to think that this is a very 'rough' world.

The highest mountains do not exceed five miles in height, and the deepest caverns are less than half this amount. The ratio of the highest mountain to the earth's diameter is about as 1 to 1600. Take a globe 16 inches in diameter, and a similar protuberance would not exceed $\frac{1}{1600}$ of an inch—not more than the double thickness of this paper on which I am writing. The elevation of our continents and table-lands would not be discernible. Hence we see that the irregularities of the earth's surface are *inappreciable*, when we take into account its magnitude.

WHAT MUST BE THE UNIT OF MEASURE OF LATITUDE AND LONGITUDE?

The unit of measure must be *the degree*. The Equator, Parallels of Latitude, and the Meridians, are *not* the circumferences of circles; and yet, distances upon the earth's surface must be referred to arcs of circles. In fact, they differ from them *almost insensibly*. Take an illustration: we say that the planets move in ellipses, the sun being in one of the foci. Now, it is an admitted fact that no planet describes a *perfect* ellipse. Planets attract one another and are attracted, so that they are frequently thrown out of their orbits. Still, we regard their orbits as ellipses, and we circumscribe them with circles, and measure their distances from one another in arcs of imaginary great circles upon the concave heavens. In the same manner, we compute the distances of places on the earth by means of imaginary great circles on its surface.

Illinois State Teachers' Association.

FOURTEENTH ANNUAL MEETING.

The Fourteenth Annual Meeting of the Illinois State Teachers' Association will be held at Galesburg, in Caledonia Hall, commencing on Tuesday, December 24th, and continuing three days.

PROGRAMME.

TUESDAY, DEC. 24th.

- 10 A.M., Organization. Address by the President, ANDREW M. BROOKS, of Springfield. Business.
- 2 P.M., Music, conducted by Prof. GEO. F. ROOT, of Chicago. 2½, Lecture by Prof. J. C. HUTCHINSON, of Monmouth. 3½, Class exercise in Map-Drawing, by Miss BONNIE B. SNOW, of the Princeton High School. 4, Discussion: *The Grading practicable in Country Schools*. Papers by GEORGE W. BATCHELDER, Superintendent of Schools for Hancock county, and ALBERT ETHRIDGE, Superintendent of Schools for Bureau county.
- Evening.—7¼, Lecture by RICHARD EDWARDS, President of the State Normal University.

WEDNESDAY, DEC. 25th.

- 9 A.M., Music. 9½, Lecture by Prof. SANBORN TENNEY, of Vassar College. 10½, Class exercise on Teaching Writing, by WM. M. SCRIBNER, of Chicago. 11, Lecture by Prof. SANBORN TENNEY.
- 2 P.M., Music. 2½, Discussion: *Proper Methods of imparting Moral Instruction in Schools*. Papers by Dr. SAMUEL WILLARD, of Springfield, and Rev. E. L. PALMER, of Belleville. 4, Lecture by Prof. SANBORN TENNEY.
- Evening.—Lecture by J. M. GREGORY, LL.D., President of the State Industrial University.

THURSDAY, DEC. 26th.

- 9 A.M., Music. 9½, Class exercise on Teaching Geography, Prof. E. C. HEWETT, of Normal. 10¼, Discussion: *Should Attendance at School be made Compulsory by law?* Papers by S. M. HESLET, of Mendota, and I. S. BAKER, of the Kinzie School, Chicago.
- 2 P.M., Music. 2½, Discussion: *Cœducation of the Sexes*. Papers by ROBERT ALLYN, President of McKendree College, and President D. WALLACE, of Monmouth College. 4½, Choice of Officers and General Business.
- Evening.—Sociable.

The citizens of Galesburg hospitably offer free entertainment to all teachers who attend. Those who prefer will be received at the hotels, at reduced rates, ranging from \$1 to \$5 per day.

All who expect to attend the meeting are requested to inform the Chairman of the Reception Committee, Prof. J. V. N. STANDISH, Galesburg, Illinois, at once of their intention, state the time they expect to arrive, their Post-Office address, and whether they wish accommodation in a private family or at a hotel.

The Chicago, Burlington & Quincy Railroad will furnish free return tickets to those who pay full fare over their road. Reduced rates will be obtained on other roads if possible.

Let all live teachers of the state be at the meeting.

A. M. BROOKS, *President*.

HENRY L. BOLTWOOD, }
W. H. V. RAYMOND, } *Executive Committee.*
M. ANDREWS, }

EDITORIAL DEPARTMENT.

EDITOR'S CHAIR.

STATE ASSOCIATION.—We trust every teacher in the state, who can possibly do so, will be present at the meeting of the State Teachers' Association in Galesburg. These annual gatherings of teachers from all parts of our own and from other states are of very great value, not alone to the cause of education in general, but to each teacher in particular. It is our deliberate conviction, from experience and observation, that no teacher can afford to be absent. The acquaintances formed or renewed, the meeting with the leading minds of the profession, the enthusiasm and life awakened, are ample recompense for the expense and fatigue incurred. Besides, for concert of action for the elevation of our calling, or for accomplishing any desirable object, it is essential that we meet as an accredited body. In this way, in the past, much has been accomplished in our state. To accomplish the most, the Executive Committee must give us a well-conceived and well-arranged programme, and that programme must be thoroughly carried out. No clique or section must be allowed to assume control, and, above all, no person who has consented to allow his name to appear upon the programme, to perform any part, should allow any thing under his own control to prevent his appearance. There is too great laxity in this respect. No man has a right thus to disappoint a body, and to disarrange all its proceedings. Every such engagement should be held sacred; and we hope that no person who has needlessly failed to perform his or her assigned part will ever be put forward again until after due manifestations of repentance. We have a pride in our profession, and we do not like to see the little value put upon it by some who evidently think themselves, and who have been thought by others, the leaders in it. In this way their assumed leadership will soon vanish.

We hope the Committee and the President will see to it that the old members of the Association, while having their due proportion of the time, yet do not occupy it all. New men must be sought out and brought forward, if we would have the general interest increased. We hope to see the Faculty of the Normal and other prominent educators present. If any person thinks he has attained a position in the profession where he does not personally need the stimulus of the Association, let such a one remember that if that is his position, then the Association has need of him.

Let there be a noble gathering of all teachers, of both sexes, who can by any means attend; let live subjects of present interest be presented by live speakers; let private and personal ends be ignored, and the great object of the advancement of sound education, by raising the standard of the teachers' profession higher, be kept steadily in view, and, our word for it, the result will be felt for good, not alone by all who attend, but by the whole state.

PUBLICATION OF PROCEEDINGS.—We wish to make a proposition to the State Teachers' Association, and we do it now that it may be before the minds of the teachers. It is this: that the proceedings in *full* of the next session of the Association, together with the name and postoffice address of each member, be

published in the February number of the Teacher, and that the publisher be paid a sufficient remuneration to enable him to do this properly. Heretofore, abstracts only of the proceedings, and a few of the addresses, have been published, and this at much trouble and expense, without recompense. The proceedings from year to year should be a matter of full and public record. The various addresses delivered from the beginning of the Association, if now accessible, would make a valuable educational volume. This would present an added inducement to the lecturers and speakers for thorough preparation. Let each person feel, when requested by the committee to read an essay, or deliver an address, or make an argument, or present an exercise before the Association, that it is expected to be something of permanent value, and he will prepare it more carefully, and think more of the honor. We wish the January number of the Teacher to appear on time, and not to wait, as usual, for the report of the meeting, while the February number can appear a little in advance of its regular time, and contain a full and accurate report.

We have not consulted with our publisher to see whether the idea meets his approval, but several teachers have spoken to us expressing a desire that such a plan might be carried out, and we leave it for the action of the Association.

WEBSTER'S DICTIONARY.—We would call the attention of all our readers to the account, in our advertising pages, of the success of Webster's Dictionary at the Paris Exposition. It is from the pen of the foreign correspondent of the Boston Post, and is taken from a very interesting letter respecting the representation of the educational and literary interests of the United States at the Great Exhibition. We wish it were possible for us to give the whole letter, as a matter of literary value; but our limited space forbids. Americans have every reason to be proud of their lexicographers, and we have never been able to conceive of the feeling that has led to some sneers against Webster that we have seen. An honorable rivalry between publishers is well, and for the advantage of all; but any rivalry, or local feeling, that would unduly depreciate so noble a work as Webster's Dictionary deserves the severest condemnation. It is a noble work, and deserves and receives the highest commendation of scholars, not only in this country, but in Europe.

We have received the first and third numbers of the School Monthly, published by the Milwaukee Teachers' Association. The principals of the public schools of that city have formed an association, and pledged themselves to contribute equal shares of money and labor for its support for one year. These initial numbers are full of vigor, and, if the same standard is maintained, it can not fail to be of great value to the teachers of the state. Let them see to it that it is well supported.

AN inmate of the Massachusetts state-prison, while under a fifteen-years sentence, has written a most remarkable work. It is a 'Life of Christ', in a volume of over 300 pages, neatly printed with the pen, bound in lids of black-walnut appropriately carved, with title and embellishments, and with a pen-and-ink frontispiece representing the flight of the holy family. The author was pardoned by the executive, on account of failing health, and has since gone to meet the award of a tribunal from which there is no appeal, and where there are no mistakes. Judging from extracts in the Congregationalist, from

which we take this, it is a work of deep thought and rare excellence, all the more remarkable considering its source. The Congregationalist contrasts it with Renan's Life of Jesus, written at the same time. The philosopher writes to destroy the faith of the world in the sacred record, and to depreciate the founder of our religion; the convicted criminal, the outcast of society, at war with mankind, finds his hopes and his consolation in Christ, and in the truth of the Bible.

In similar style to the Life of Christ, the author—prisoner 292—prepared another volume, entitled Random Leaves from My Diary. The extracts, as given in the above paper, are touching, but the mere fact, as stated above, is to us most so.

RUTTAN'S SYSTEM OF HEATING AND VENTILATION.—We consider the subject of the heating and ventilating of our school-houses and dwellings one of the most vital importance. No plan that we have yet seen has been free from very decided objections. We must have pure air to breathe; and above all in our school-houses, where young bodies are confined. The ventilation must not be dependent upon the care of the teacher: it should be automatic. We have heard from several experienced teachers so favorable reports of the Ruttan system of Warming and Ventilation that we have asked a friend, familiar with the subject, to give in our journal the result of his investigations. A communication from him will be found elsewhere in this number. We append a statement by Prof. Sewall, of the Normal University, showing its actual working there.

"Mr. Hawley, who first introduced the Ruttan method of warming and ventilating dwellings in the United States, has a frame house about 28×36, two stories high. This house is perfectly warmed in the coldest weather, from basement to roof, and at a less cost than if stoves were used. The ventilation is perfect, both summer and winter. Several other houses on the same plan give the same satisfactory results. The new Congregational Church at Normal, seating six hundred, is warmed and ventilated on this plan, and a more comfortable room is *no where* to be found. The new High-School building in Bloomington gives *entire* satisfaction to the Board of Education, as well as to all who have seen and known about it. The system is the *true* one. It can not fail to work. It *does* work.

J. A. SEWALL."

We have also the following upon the same subject:

"The machinery required by this system is certainly very simple; a large flue, into which the smoke-pipes of the furnaces can discharge, being all that is required. In a school-house with six rooms, each 25×33 feet, we have a ventilating flue that has an inside capacity of 12 square feet, and is about fifty feet high. In the centre of this there is an iron pipe fourteen inches in diameter, into which the nine-inch smoke-pipes of two furnaces empty. The only object of the pipe in the shaft is to give a good draft to the furnaces. When a fire is kindled in the furnaces, the pipes are heated and an upward current is produced in the ventilating shaft. The floors are all *double*. Two-inch strips are laid both ways on the *lower* floor, and the upper floor is laid upon these, thus making an open space of four inches between the floors. On one side of each room an open cast-iron base-board is placed; so that there is a passage from the inside of each room to the ventilating shaft. When a fire is built in the furnaces, a draft is produced in the large shaft, a vacuum is formed between the floors—for the openings between the floors connect with the shaft,—and the air from the rooms passes out through the open base and is carried off through the shaft. The supply of fresh air comes in through the furnaces. These are tubular. Large air-ducts lead the pure air from out of doors to the furnaces, where it is warmed by passing through the tubes. It is thrown from the furnace-registers (which are about 2½ by 5 feet) into the halls, and passes

into the rooms through large transoms placed over each door and near the ceiling.

"If a particle of air be traced, its course will be something like the following: It enters the cold-air duct, and is led to the furnaces, where it is warmed by passing through the air-tubes, and is thrown into the halls. It enters the room near the top, and, as it becomes cooled, settles toward the bottom of the room, where it finally passes through the open base under the floors, and is carried off through the ventilating shaft.

"The advantages claimed are—1st, That the air is *warmed*, and not burned. 2d, A constant change of air in the rooms. 3d, An even distribution of heat throughout all parts of the rooms. 4th, A thorough warming of the floors, thus preventing cold feet. 5th, A great saving in fuel.

"The weather has not been cold enough yet (Nov. 15th) to enable us to speak with certainty of the success of our furnaces. I may say, however, that so far they have filled our highest expectations. I will report through the Teacher any failures that may occur during the present winter.

"DECATUR, ILL.

E. A. GASTMAN."

AN ERROR.—We have noticed in one or two of our exchanges that the late State 'Teachers' Institute', held at Normal, is styled the 'Illinois State Teachers Association'. This is probably an inadvertence, though it appears in a notice signed by the Vice-President of the Institute—as 'Vice-President of the Illinois State Teachers' Association'. The Illinois State Teachers' Association is a body of long standing, in one sense the originator of the Normal School itself, and an organization which has worked powerfully for the advancement of the cause of education in this state. The *Institute* is quite another affair.

TEACHERS' TOWNSHIP CONVENTIONS.—We have received the following, not intended for publication, but we insert it as an evidence of the earnest spirit that is now actuating most of our County Superintendents. At a recent visit to the State Superintendent's office, we were struck with the large increase of correspondence arising from the efforts to perfect the system, and the interest awakened:

Galesburg, Ill., Nov. 12, 1867

I will meet the Teachers of Orange and Chestnut townships and vicinity, at Herman, on Thursday and Friday, Nov. 21st and 22d, for 'drill exercises' on the branches required by law to be taught in our public schools; at which time, also, suggestions will be given in detail upon organizing, teaching and conducting schools. As conventions are to be held in different localities in the county, it is particularly desired that all teachers in the places and vicinity mentioned be present; any others of the county wishing to attend will be welcomed. The meeting is for individual improvement; and, with such help as I hope to secure, the value of many teachers' labors will be greatly increased.

Respectfully,

J. H. KNAPP, County Sup't of Schools.

We have received from the Superintendent of Schools of Decatur a number of the waste-papers used by the pupils in their exercises in Writing. They were collected by the teacher after noticing the remarks upon that subject in the report of the Springfield Teachers' Institute in our last number. They are very excellent, and show the utility of the exercise and the skill of the teacher; we may also say the care and interest of the pupils. We shall pass them over to Mr. Brooks, for comparison. We fear the Springfield teachers must look to their laurels.

COMPETITIVE EXAMINATIONS.—We would call the attention of all teachers and

school officers to the article by Dr. Gregory. It seems to us that he has not overrated, indeed that he has scarcely put high enough, the effects of such examinations upon our school system. We hope every teacher will bring this matter before his pupils, and arouse, so far as possible, the public interest all over the state.

A SINGULAR instance of confusion of ideas occurs in the Scientific American of Nov. 2d. Speaking of a Safety Saddle, it says "The fatal consequences of being drawn by the foot, *as was Achilles by Priam*, seem to demand some arrangement by which the rider can extricate himself from a very bad situation." To those who remember the story of Hector, Achilles, and Priam, the above is just a little queer.

PERSONAL.

PROF. BOISE.—In another place in this number we chronicle the contemplated removal of this gentleman from the University at Ann Arbor, for the purpose of connecting himself with the University of Chicago. That the high compliment paid him by our contemporary is no more than just will receive the testimony of every man who has graduated from the literary department of the University during the last decade. We sincerely regret that Michigan University should lose so able a teacher and so distinguished a scholar. The loss must be a severe one, and will be used by opponents of higher education by the state as an argument against its efficiency and high scholarship. Michigan should learn that it is poor economy to attempt to save a few hundred dollars, or even a few thousands, by retaining the salaries of her best educational men at a figure much below what the same abilities will command elsewhere. Let other state institutions, copying after hers, remember that this is the weakest point, if not the only weak one, in her administration, and strengthen themselves there by providing more liberal salaries for their instructors. Our regret at this action of Prof. Boise is in part counterbalanced by the fact that our own state will have the benefit of his brilliant talents and ripe scholarship in the education of her sons. We heartily welcome him to the educational ranks of the Prairie State.

MR. S. F. HALL, formerly Principal of the North Union School in Princeton, has gone to Camp Point, in Adams county, to take charge of the graded school just opening there, and is succeeded by Mr. D. L. HURD, formerly of Dover.

LORD ROSS, the distinguished astronomer, died October 31st, aged 67 years.

D. B. HAGAR, Esq., of Salem, has been chosen Editor of the Massachusetts Teacher, *vice* Prof. Atkinson.

MISS JENNIE PARSONS has been appointed Superintendent of Schools in Putnam, Ohio.

DR. GREGORY is performing an amount of labor, in his efforts to organize and put in successful operation the Industrial University, of which very few men are capable, and is proving himself to the minds of all who know any thing about the matter the right man in the right place. At a recent visit to Spring-

field, he addressed the citizens upon the subject of Education. We take the following from the Journal:

"Dr. Gregory lectured upon education last night, in the hall of the High School, to an appreciative audience. His subject, although trite, was handled in a way that gave great pleasure to his hearers. He is a thoroughly practical man, and is decidedly earnest and energetic — indeed, almost enthusiastic, in advocating his favorite theme. We will not do him the injustice to attempt a synopsis of his remarks; but we are sorry that every seat in the large hall was not occupied. We trust it will not be long before another opportunity will be presented for listening to the Doctor's earnest and eloquent words, and that he will be greeted, as he deserves to be, with an overflowing house."

CAPT. JOHN C. SCOTT, formerly Provost Marshal of the Eleventh District of Illinois, has been appointed County Superintendent of Schools by the County Board of Supervisors of Richland county, *vice* Wm. H. Williamson, resigned.

O B I T U A R Y .

It is with no ordinary feelings of sorrow that we record the death of Hon. MOSES W. LEAVITT, which occurred on Friday, the 13th ult. His health had been failing gradually for several months, till, for a few weeks previous to his death, he was confined to his room entirely. At the time of the operation last spring, the daily press recorded the removal of a tumor from his right side. Though this was successfully performed, the disease had spread through his system, and slowly developed itself until the strength of nature was no longer able to withstand its ravages, and the patient sufferer died so quietly and peacefully that his friends standing around his bedside hardly knew when he breathed his last.

Mr. Leavitt was born in the State of Maine, where he enjoyed the advantage frequently accorded to young men in this country, that of laboring the greater part of the year, with a brief interval of attending school or teaching during the winter. A few years since, he made his home in Chicago, where he had engaged in business. Had not the way been opened before him for entrance upon public service, he would probably have lived only the upright and honorable business life of hundreds around him.

Near three years since he was chosen a member of the Board of Education — a position for which his active, practical mind and strong love for educational advancement peculiarly fitted him. At once he took a high and influential position in that body, and devoted his energy and the larger part of his time in discharging his various official duties and in acquainting himself with the condition and wants of the schools. Latterly he had given up all business relations, and devoted himself wholly to the service of the public schools. We speak entirely within bounds when we say that there is not a teacher who has taught any length of time in the public schools of Chicago who has not frequently been visited by him, and hardly a pupil whom he has not instructed; and the words of encouragement to the one and kind advice to the other have contributed much to lighten the labors and increase the pleasures of school-life. He leaves behind him an example and an influence which will long be remembered. It was chiefly through his influence, while a member of the last legislature, that the City of Chicago, was empowered to raise \$500,000 for the purpose of constructing new school-houses; and the large and splendid

edifices already nearly completed and others yet to be built may justly be considered as so many monuments to his indefatigable zeal and activity in behalf of the cause of education.

But it is not only as a legislator in the halls of the state capitol, nor yet as a careful and faithful adviser in the details and practical management of the public schools of the city, that he endeared himself to those who knew him best. One of the most prominent traits of his character was a strong friendship for those in whom he felt an interest. Possessed of large sympathies, warm-hearted, genial and affable in his conduct toward others, he won a high place in the estimation of those who knew him, and will be remembered by them as a true friend.

Among the resolutions adopted at the last session of the Teachers' Institute were the following:

Resolved, That the cause of education has lost an earnest and successful advocate, and the public schools of Chicago a friend to whose active labors they owe much of their present prosperity and prospects for substantial success in the future.

Resolved, That we, as teachers, deeply mourn the decease of one whose kind words of encouragement and sympathy have given new strength and energy for the discharge of the duties of the school-room, and that we remember with gratitude his efforts to elevate the dignity and importance of our profession.

Resolved, That his daily life and association with the teachers and pupils in the public schools of this city furnish many acts of devotion to the cause of education which command our admiration, and which will long be remembered as examples for our imitation.

Resolved, That our heartfelt sympathies are tendered to the bereaved widow and family of the deceased.

DIED, of typhoid fever, Nov. 2d, ANDREW McCCLURE, Esq., formerly a student of the Normal University. He was a young man of rare ability, and a very successful teacher. He was just entering the profession of law, and for depth and brilliancy of mind, he had few equals.

C O U N T Y I N S T I T U T E S .

STARK COUNTY.—The Stark County Teachers' Association held its annual session at Toulon, commencing on Tuesday, Oct. 29th, and continuing four days,—Mr. Davis Lowman, President. The greater portion of the time was occupied in discussion of the various studies pursued in our common schools, and suggestions for improvement in the manner of teaching. The discussions took a wide range, treating not only of the studies and methods, but also of the habits and manners of teachers and parents, and their influence on the pupil, both in and out of school. During the first evening of the session, Rev. B. C. Dennis, of Toulon, delivered a lecture on *Phonography*. Essays were read before the Association, upon the following subjects: *How far should our veneration for the past carry us?* by Mr. Thompson; *To Teach, or Not to Teach*, by Mr. Wm. Nowlan. President Edwards favored the audience, at different times, with select readings; also with a lecture upon the *Testimony of the Years*. Prof. Hurd, of Knox College, delivered a lecture on *The Study of the Natural Sciences*, showing that their study adds not only to our pleasure, but conduces to our material wealth; he also gave a lecture upon *Language*, giving a brief synopsis of the origin and growth of the English Language. Mr. Knapp, Superintendent of Knox county, lectured upon *Education out of School*. Supt. Henney, of Henry county, took part in the discussions. The success of the institute, however, was in a great measure, if not entirely, owing to the interest taken in it by our wide-awake and energetic Superintendent, Mr. Hall. The Duties of School Directors were made the subject of discussion the afternoon of the last day: the Association assented that the directors should be suitably paid for their services. The following resolutions were adopted:

Resolved, That it is the duty of every community to furnish a suitable building for the purpose of education; said building to contain seats suited to the size of the scholars, ventilating apparatus, thermometers, etc., and such other things added as shall make the school-room not only pleasant and attractive, but an instructor in taste and refinement.

Resolved, That teachers should aim to be models for their scholars, in morals, in manners, and every other respect.

Resolved, That, in order to keep pace with the general advance, every teacher should subscribe for and read some one or more educational journals, and that the Illinois Teacher be considered worthy of our attention.

Resolved, That no person making a charge against a teacher shall be heard until he has visited the school of the teacher with whom fault is found.

Resolved, That the general principles of Physiology, Anatomy, and Hygiene, should be introduced into all our common schools, as a subject of oral instruction.

Resolved, That the study of History of the United States be taken up with renewed zeal, and that in schools where it has been neglected it again be made use of, and that its study be accompanied in all cases by geography and map-drawing.

Resolved, That the introduction of the Phonic System would do away with many of the difficulties with which learners now contend.

Resolved, That reading may be more easily taught by a combination of the 'Word method' and our ordinary methods, than by either of these systems alone.

Resolved, That a vote of thanks be accorded to Pres. Edwards, Prof. Hurd, Rev. B. C. Dennis, Mr. Knapp, and others, for their efforts to instruct and interest the Association.

Resolved, That teachers and friends who may be expected to conduct any exercise in any following institute be notified at least four weeks before the time appointed for the institute.

Resolved, That when a session of the institute occurs during the time for which teachers are paid, they are in duty bound to be as punctual as if in their own schools.

Resolved, That teachers should not confine themselves strictly to text-books, but should introduce object lessons.

Resolved, That Normal Classes should be inaugurated in each township of our county, and that it is the duty of every teacher to become a member thereof.

Resolved, That this Association deem it but just and proper to express their thanks for the able and efficient work of our worthy School Superintendent, Mr. B. G. Hall, and believe that the present standard of schools and school-teaching in Stark county is in a great measure due to his arduous and efficient labors in that direction.

Resolved, That these resolutions be published in the Stark County News, Stark County Democrat, and Illinois Teacher.

HENRY COUNTY.—The teachers of Henry county met at Galva, Oct. 22d, and continued in session four days. S. M. Etter, A. M., presided. Messrs. Comstock, of Cambridge, and Marston, of Andover, acted as Secretaries. About one hundred and ten teachers were in attendance. Exercises in *Geography*, and in *Written and Mental Arithmetic*, were conducted by Prof. Hewett, of Normal. The method was thorough, practical, and eminently suggestive to teachers. Instruction in *Reading* was given by Pres. Edwards. Very appropriate remarks were made upon the subject of *History*, by Mr. Boltwood, of Princeton. Prof. Standish gave his views upon *Grammar and Mental Arithmetic*. Evening lectures were delivered by Messrs. Hewett, Boltwood, Edwards, and Standish. Much is due Prof. Etter for the interest manifested in the cause of education in Henry county. He has been connected with her educational interests a long time. He is an earnest and devoted friend of education. Superintendent Henney is doing a good work in his county. He is a practical man, and has the confidence of his teachers. It is seldom we meet a more intelligent, earnest and efficient class of teachers than those of Henry county. Altogether, the institute was a very profitable one, both to teachers and the community.

STARK.

JOHNSON COUNTY.—Such a thing as a *Teachers' Institute* down here in what is supposed to be the very 'blackness of Egyptian darkness' is, you may be assured, a novelty. Yet, thanks to our excellent County Superintendent, assisted by a few enterprising young teachers, we have organized an institute, and, during a short session, were greatly benefited and encouraged thereby. The institute met on Tuesday, Oct. 1st. and proceeded to draw up and sign a Constitution; after which, the exercises were conducted according to a programme previously arranged. Instruction in the various branches was given, interspersed with animated and interesting discussions as to the best methods of instruction and school government. In the evenings, lectures were delivered to respectable audiences by Prof. O. A. Harker, Principal of the Vienna Union School, and our County Superintendent, J. S. Whittenberg: the former on *Our Free-School System*; the latter on *Common-School Government*. Owing to sickness, and the fact that many of the teachers had not been notified, the attendance was rather limited. At the close of the session the following resolutions were adopted:

Resolved, That we tender our thanks to the Hon. J. S. Whittenberg and Prof. O. A. Harker for their able and instructive lectures, and request copies of them for publication.

Resolved, That we recommend the Illinois Teacher to all teachers and friends of education.

Resolved, That the Secretary be instructed to send an abstract of the proceedings of this Institute to the Illinois Teacher, for publication.

C. W. BLISS, Secretary.

LAKE COUNTY.—The regular fall institute of the teachers of Lake county was held at Libertyville, during the week commencing October 7. The Superintendent, H. H. Boyce, Esq., presided, and conducted exercises in *Reading, Phonics, and Geography*. Prof. Hewett, of Normal, gave instructions in *Methods in Geography, History, and Theory and Practice*. Prof. Standish, of Galesburg, presented the subjects of *Grammar and Orthography*. Other exercises, in *Music, Calisthenics, Mental Arithmetic, and Criticism*, were conducted by Prof. Heath, J. B. Farnsworth, Esq., Prof. Coy, and Misses Fay, Kellogg, Wyncoop, and Carr. The exercises were varied by pointed and lively discussion upon various questions in school management. The attendance was between ninety and a hundred. Able and instructive evening lectures were delivered, by Prof. Hewett, on *Pride, the Enemy of Scholarship*; Prof. Standish, on *Matters of Science*; and Hon. J. M. Gregory, of Champaign, on *The Dignity, Character, and Results, of the Teacher's Calling*. Though the institute was to continue only five days, so great was the interest and the enthusiasm excited, that a session was held on Saturday. The usual resolutions of thanks to the officers and conductors of the institute, and to the people of Libertyville, were adopted, and an address was delivered by Dr. Gregory upon the *Community of Interest between all Schools of Learning*. The lecturer briefly spoke of the Industrial University—its conditions, its plans, and courses of study. The institute re-organized by the election of the following officers for the ensuing year: President, H. H. Boyce; Vice-President, J. B. Farnsworth; Secretary H. F. Holcomb; Treasurer, Miss Sarah C. White; Executive Committee, Mr. S. W. Marvin and Miss Elizabeth Mather. The teachers of Lake county are a wide-awake, devoted class of men and women, led by an enthusiastic, thoroughgoing superintendent.

LASALLE COUNTY.—The Teachers' Institute met at Ottawa, Oct. 22d. The office of Vice-President being vacant, Messrs. T. H. Clark and W. W. Johnson were duly elected Vice-Presidents. Mr. Hall, of Earlville, conducted an exercise in *Written Arithmetic*. Recess. Exercise in *Grammar*, conducted by Mr. Clark, with a class of children. Recess. Mr. Hall conducted an exercise in *Object Lessons*. Recess. Discussion. At the close of the first day's session 92 teachers were present. Oct. 23d.—The institute met at 9 A. M., and was opened by prayer by Rev. Mr. Stevenson, School Superintendent of Putnam county. Mr. Powell conducted the musical exercise. Mr. Hall resumed his exercise in *Arithmetic*. Recess. Prof. Drew, of Drew's Commercial College, conducted an exercise in *Penmanship*. Recess. Mr. Powell conducted an exercise in *Penmanship*. Recess. Mr. Powell conducted an exercise in *Phonic Analysis*. Recess. Messrs. Merrill, Freeman, Johnson, Miss Ladd and Miss Mary Hughes, were appointed a Committee on Resolutions. In the afternoon Dr. Edwards, President of the State Normal School, conducted an exercise in *Reading*. Exercise in *Grammar*, by Miss Case. Recess. Exercise in *Geography*, conducted by Mr. Freeman. Recess. After which, Dr. Edwards addressed the institute on subjects connected with teaching. The Institute adjourned at 5 o'clock, to meet at the Baptist church to listen to a lecture by Dr. Edwards: subject—*The Parties to the Great Educational Enterprise*. Moved and carried that a vote of thanks be extended to Dr. Edwards. Oct. 24th.—The Institute met at 9 o'clock A. M. Singing, conducted by Mr. Powell. Exercise in *Geography*, conducted by Mr. Freeman; *Penmanship*, by Prof. Drew. Recess. *Phonic Analysis*, by Mr. Powell. Recess. Exercise in *Written Arithmetic*, by Mr. Hall; *Reading*, conducted by Mr. Powell. In the afternoon Mr. Hall resumed his drill in *Written Arithmetic*. Recess. Exercise in rapid combinations of figures, conducted by Mr. Powell. Recess. Exercise in *Grammar*, conducted by Miss Case, with a class of children. Recess. Exercise in *Geography*, by Mr. Freeman. The remainder of the afternoon session was spent in answering questions from the query-box. The institute met at 7 o'clock P. M., and opened with singing, after which Mr. Powell conducted an exercise in *Phonic Analysis*. The remainder of the evening session was spent in answering questions, and in making general remarks on school management, in the course of which Mr. Powell made some very forcible and practical remarks, urging teachers to take some educational journal, and thereby fit themselves for their calling. Mr. Hall made some remarks on Natural Science. Oct. 25th.—Institute met at 9 o'clock A. M. Mr. Hall resumed his

drill in *Arithmetic*. Recess. *Penmanship*, by Prof. Drew. Recess. The remainder of the morning session was very profitably spent in discussing general topics pertaining to school matters, at which time Mr. Powell succeeded in procuring 63 subscribers for the *Illinois Teacher*. [Thanks to Mr. Powell and the institute for the fine list of subscribers.—ED. TEACHER.] In the afternoon, Mr. Hall resumed his method of teaching *Arithmetic*. Mr. Powell resumed the subject of *Phonic Analysis*. Explanation and recommendation of the *Word Method* of teaching, by Mr. Powell. Correct method of teaching *Spelling*, by Superintendent Day. The following resolutions, presented by the committee, were read and unanimously adopted:

Resolved, (1) That we, as teachers of Lasalle county, place a high value upon the privileges of our County Institute, and urge all teachers of the county to attend its sessions.

(2) That we earnestly urge the establishing of a County Normal School for the training of professional teachers.

(3) That our gratitude is due the Boards of Directors of our respective schools for granting us time and opportunity of attending the session.

(4) That we tender our thanks to the Baptist Church for the use of their building. Also, to the Board of Education of Ottawa for the use of their high-school building during our session.

(5) That we express our gratitude to President Edwards, of the State Normal University, for his services and the able address given us; to Prof. Drew, of Drew's Business College, for his instructions in *Penmanship*; also, to Mr. Day, our worthy and efficient Superintendent, for the interest manifested by him in our success, and sincerely regret the cause that compelled his absence during the latter portion of the Institute.

(6) That our sincere thanks are justly due and most heartily given to the citizens of Ottawa, who have so warmly welcomed and so generously entertained us during our stay among them.

On motion of Mr. Powell, the following committee was appointed to consider the second resolution, and report at the next meeting of the institute: W. B. Powell, Peru; T. H. Clark, Ottawa; S. P. Merrill, New Rutland; F. H. Hall, Earlville; S. M. Heslet, Mendota; J. H. Pratt, Bruce; W. W. Johnson, Marseilles. On motion of Mr. Johnson, a committee of three was appointed to select and purchase 50 singing-books. It was decided that the next session of the institute be held at Peru, on the 31st day of March, 1868. The institute adjourned by singing the Star-Spangled Banner. Thus closed the exercises of the most spirited and largely-attended institute ever in Lasalle county. There were nearly 160 teachers in attendance; eight hours or more were occupied each day industriously and profitably. Earnest discussion and useful instruction were the order of every session, and the value and utility of the information received and imparted was equaled only by the enthusiasm and humor of constant mutual criticism and improvement.

WM. BRADY, Secretary.

J. M. DAY, President.

KANE COUNTY INSTITUTE.—This body held a three-days session at Elgin, beginning on Wednesday, Oct. 23d, at 2 o'clock p. m. One hundred teachers were present at the opening, and this number was increased to two hundred before the close. The following officers were elected for the ensuing year: President, C. E. Smith, Batavia; Vice-President, W. H. Brydges, Elgin; Secretary, H. O. Snow, Batavia; Treasurer, O. T. Snow, Batavia. In the evening, Miss F. E. Williams, of Aurora, read an essay upon the subject *Man a Machine Material and Spiritual*. Mr. H. Halleck conducted an exercise in *Grammar*; Prof. Reifsnider, of Aurora, an exercise in Book-Keeping. *Thursday*.—Miss O. M. Johnson, of Aurora, with a class of nine little children, gave an illustration of the *Word Method* of teaching to read, using cards. Miss Johnson gave an exercise in the *First Reader*; Miss Fannie Lindsley, of Aurora, one in *Numbers*; Miss Nellie Lynd, of Elgin, one in the *Second Reader*. Miss M. E. Merriam, of Aurora, recently from the Training School at Oswego, N. Y., gave lessons in *Place*, as follows: A table was placed before the class, and objects were placed upon each corner. The pupils were required to describe the position of the objects, in complete grammatical sentences. A picture of the table was then made, and the pupils were required to locate the objects upon that. In the afternoon, Miss Merriam gave an exercise with the *Globes*; Mr. H. O. Snow, with a class from his school, an exercise in the *Fourth Reader*; Mr. H. M. Skeels, of Dundee, presented *Numeration and Notation*. Prof. H. Rolph, of Batavia, author of Rolph's Normal System of *Penmanship* (published by Adams, Blackmer & Lyon), presented methods of teaching *Penmanship*; Mr. H. O. Snow, the general rules of *Arithmetic*; Mr. O. T. Snow, an exercise on *Multiples and Divisors*. In the evening, Hon. N. Bateman addressed the institute on *Corporal Punishment in Schools*, and *Reading the Bible in*

Schools. Friday.—Exercise in *Common Fractions*, by Miss E. R. Shepardson, of Aurora; essay on *The Teacher's Responsibility, and School Government*, by Miss A. Ormsbee, of Geneva; *Decimal Fractions*, by Miss E. J. Reed, of Aurora; *Study of the Continent and Map-Drawing*, by Miss Mary Bruce, of the same place. In the afternoon, Mr. W. A. Jones, of Aurora, gave a very interesting exercise in *History*. Mr. A. S. Barry presented the subject of *Percentage*. Miss M. Little, of Aurora, read a fine essay on *Work*; and Father Brewster, for many years County Commissioner, addressed the teachers. In the evening, the Committee on Moral Instruction presented a report, which we publish elsewhere. G. D. Wilber, M. D., lectured on *Hygiene and Physical Education in Schools. Saturday.*—Miss N. P. Johnson gave a detailed study of our own state; Mr. G. B. Chares, an exercise in *Ratio and Proportion*. The Executive Committee were directed to call a meeting of the institute in Batavia, next April. The usual resolutions of thanks, etc., were adopted. It will thus be seen that this institute was preëminently a working one. A noticeable feature in it was the number of topics and exercises assigned to lady teachers, and — we should judge from the report — the excellence of their several performances.

GREENE COUNTY.—A Teachers' Institute will be held at Whitehall, commencing Dec. 30th, and continuing till Jan. 4th.

EDUCATIONAL ITEMS AND STATISTICS.

OUR OWN STATE.

CHICAGO.—*Board of Education.*—The number of teachers employed in the evening schools is 53; average attendance, 1,279, about one-sixth of whom are females. In the day schools, the average number belonging for October was 17,553; average daily attendance, 16,953; per cent. of attendance, 96.6.....*City Institute.*—The exercises for the first hour were recitations upon topics previously assigned. The First Section, in charge of J. Slocum, Esq., of the Moseley School, discussed the subject of *Wind*, in its various forms, as Trade Wind, Monsoon, Sirocco, etc. The cause of each was briefly alluded to, the laws under which it acts, and its peculiar characteristics. Dews were spoken of, with reference to their origin and the most favorable time for their deposition. In the Ninth Section, the recitation was conducted by Mr. H. F. Munroe, of the High School,—the subject being '*Trees—How distinguished*'. The following is an abstract of the exercise: *First*—By their general outline. The Oak, by its massive appearance and its tendency to throw out its branches at right angles with the trunk, giving it the character of strength and endurance—qualities which place it at the head of forest-trees. The Elm is readily distinguished by its vase-shaped, graceful outline, as seen in the American elm, which is taken as the fairest type of its species. Its trunk is usually divided into two principal branches, and these are farther subdivided into numerous smaller branches, giving the tree the unmistakable features which distinguish it so readily from its associates. Similar marks of difference are noticed between the American and English elm as between the oaks of the two countries. The American species is characterized by a more graceful and elegant shape than that of England. The obelisk-shape of the Poplar distinguishes it easily. The pyramidal figure of the Pine, and its peculiar disposition to throw out its branches in whorls, like spokes radiating from a centre, make it readily recognizable among other trees. *Second*—By their leaves. These should be studied carefully. The attention of the class was drawn to the leaves of nine species of the Oak, their dissimilarities showing the difficulty of distinguishing this tree by its leaf alone. Less difference is noticed in the leaves of the other trees to which the exercise was limited: the leaf of any single species might represent the class with tolerable accuracy. The following is an analysis of the exercise in the Third-Grade Section, under the direction of H. H. Belfield, Principal of the Jones School: Subject—*Hcat*. The exercise commenced

with a discussion of the *nature* of Heat, in which the views of Tyndall, Mayer, Joule, Grove, and other physicists, were briefly explained, and some remarks offered on the doctrine of the Correlation and Conservation of Forces. Several important experiments, showing the truth of the theory that heat is a 'mode of motion', were described. This necessarily induced a reference to the relation of Heat to Light, and the composition of the solar ray. Then followed The Sources of Heat, and the Modes and Laws of its Communication, Reflection, and Transmission. The discussion of this part of the subject included the manner of presenting to the mind of the pupil these truths in physics. The exercise, which was of a very interesting nature and well sustained by the lady teachers, who evinced thorough study of the subject, was closed by an analysis of *Flame*. At recess the Institute listened to remarks from the Superintendent upon the death of Hon. M. W. Leavitt, a member of the Board of Education. Suitable resolutions were adopted, and an adjournment was voted out of respect to the memory of the deceased.

CANTON.—The public schools of Canton opened October 7th. The school-building although second to none in the state in point of beauty, plan, etc., is not sufficiently large to meet the demand. Four primary schools were opened in different parts of the city, and now two more have been added. The Board of Education, feeling the importance of more ample accommodations, are already taking the necessary steps toward the erection of another building equally as large as the present one. The schools, so far, have been very successful. Monthly Teachers' Institutes have been formed, in which the teachers seem deeply interested. The following is the list of teachers: E. H. Phelps, Superintendent. Miss Huntley, Associate Principal of High School. Miss E. A. Sparks, First Grammar School; Miss F. T. Gee, Second; Miss L. Jones, Assistant. Miss Barrows, Intermediate; Miss Cheek, Assistant. Miss Augustine, First Primary; Miss Donn, Assistant. Miss A. Anderson, Second Primary. Miss M. E. Anderson, Third Primary, 1st division; Miss West, Assistant. Miss Thornton, Third Primary, 2d division; Miss Trites, 3d division; Mrs. Fleming, 4th division; Miss Graham, 5th division; Miss Lewis, 6th division. Eleven of the above are subscribers to the *Illinois Teacher*. s.

SPRINGFIELD.—The *City Institute* met in the High-School building on the 8th of November, at 9 A. M. Devotional exercises were conducted by Mr. Kingsbury. The Superintendent made some remarks on the use of the Voice in the school-room—most teachers talking not only too much, but too loud; on Object Lessons and preparation for them; on using Drawing Cards for the sake of giving variety of occupation. He said that both teacher and scholar had more before than behind them—more to be than had been accomplished. He was followed by Mr. Bennett, in a lecture on the best methods of teaching children to write. He claimed that a neglect in teaching pupils the principles, and a still greater neglect in insisting upon their practicing them, are the reasons why we find so many grown boys and girls who can hardly write respectably. Too much is commonly given for a lesson when scholars are just learning to make the letters. He would have the principles of the letters taught in the lower grades in school. A discussion followed on the best methods of keeping order in school and on the grounds, opened by Mr. Sampson, of the First Ward, and followed by Mr. Willcutt, of the Third. The subject of 'Self-reporting' was spoken of, and we should like to hear the matter discussed more fully in the Teacher, as well as in the institute. The Ladies' Paper was read by Miss Nettie Wiley, of the Fourth Ward. The institute was then divided into two sections, and the teachers of the higher classes were drilled in *Mental Arithmetic*, by Miss Jennie Chapin, of the High School; and the remainder on *The Sounds of the Letters*, by Mr. Willcutt, of the Third Ward. Both of these exercises were well conducted; those teachers who were in the *Mental Arithmetic* showed especially careful preparation. After this each member of the institute was called upon to give some fact in Chemistry.

DECATUR.—*Programme of Teachers' Meeting Nov. 23d, 1867.*—Devotional exercises. Class exercise in Felter's Primary Arithmetic, by Miss Taylor. Criticism of the above by the teachers. Drawing Lesson, by Mr. Gastman. Discussion of the question *What shall we have for general exercises in our schools?*

Recess. *Phonics*, by Mr. McKim. Select Reading, by Miss Fuller. General business, and remarks by the Superintendent.....*Statistics for the School Month ending Nov. 8th, 1867.*—Average number belonging to the schools, 1261; average daily attendance, 1220; per cent. of attendance, 96.2; number tardy, 450. The school work never passed off more pleasantly than during the present term. The miserable old rooms formerly rented are all discarded, and all the schools have good accommodations. More room is needed, which the Board is determined to furnish as soon as possible.

E. A. G.

PARIS.—We clip from the Wabash Valley Times the following flattering notice of the schools of this city: "We had the pleasure of visiting our public schools during the present week. In our various capacities of teacher and school superintendent, we have visited several thousand schools. But we may say that we have never visited any which gave as thorough satisfaction as the public schools of Paris, under the superintendence of Prof. J. Hurty. It was not exhibition or display day, as neither Superintendent nor teachers knew when we would visit the schools. They all court, rather than deprecate, the visits of strangers—critics, we would suppose, preferred. The west building is under the general superintendence of Prof. Neil. There are over three hundred pupils in this department. We visited the various rooms under the charge of Misses Logan, Pattison, Staats, Vance, and Costigan. The order was perfect; the discipline is, under the admirable system inaugurated by Prof. Hurty, as thorough as that of a well-drilled army. We would notice the several exercises of the different rooms, and the young ladies who preside, each one of whom is deserving of public approbation, but our space forbids. Suffice it to say, for the present, that the patrons of the schools could not have their children in better hands. We visited the east school, also, but owing to our limited time could not go into the several rooms. We heard Prof. Hurty examine two classes—one in Mensuration, the other in Latin. They were both regular recitations, and of course there could be no more than ordinary preparation. The rigid examination of the classes showed that the Professor was not afraid of his pupils, and the prompt answers returned showed that the pupils did not doubt their own accuracy. They are taught not from text-books alone, but by that inductive method which leads them to think and reason for themselves. The Professor informed us that the whole school was conducted on the same plan; and from our personal acquaintance with the teachers, we know that they will be as exacting in their requirements of good scholarship and as severe in their examinations as the Superintendent himself. Miss Maria Davis, teacher of French and Algebra, Miss Groff, Miss Anna Cole, and James H. Austin, A. B., are the assistants, and a more accomplished faculty can not be found in the state. We bespeak for the public schools of Paris a liberal and prompt patronage. If the public will do their part, the teachers, we warrant, will do theirs. The schools are an honor and an ornament to our town. There are now over 600 pupils in attendance—entirely too many for the small capacity of the buildings and grounds. One of two things must be done: either we must have a college, or the public school-houses must be enlarged."

JACKSONVILLE.—Pursuant to an order of the Board of Education, the teachers of the public schools of this city met at the High-School room on Saturday, October 12th, for the purpose of organizing a Teachers' Institute. Prof. Wilkinson was chosen chairman, and Mr. Prince secretary. The chairman stated the object of the institute, and insisted upon its importance as a means of mutual improvement, whereby teachers can better qualify themselves for the discharge of their duties in the school-room. Total number of pupils in attendance during the month of October, in the four ward schools, was 997. During this time there were 1203 days' absence, or 6 per cent., and 887 cases of tardiness, or two and two-tenths per cent. In the face of this, some of the people are ventilating their complaints in the papers, because the School Committee are endeavoring to enforce the same rules for absence as are used in all other cities and found indispensable. The 'Athens' of Illinois must look to its laurels, or it will find itself in the rear rank as regards common schools.

GALESBURG.—The City of Galesburg has raised the salary of its School Superintendent to \$1,400 per year. Pray, what was it before?

KEWANEE.—Kewanee has twelve public schools, seventeen teachers, and nearly one thousand pupils.

KANKAKEE.—A census of the minor population of Kankakee was taken a few days since, under the authority and instruction of the Board of Education, when it was found that the total number of persons under the age of twenty-one years was 2187. This would indicate the entire population of the city to be about 6500.

MENDOTA.—The M. E. Church has bought the 'Henderson Institute' at Mendota, with a view of establishing a first-class college there. It immediately passes into the hands of the new management.

PRINCETON.—Scholars in High School, 135; percentage of attendance and punctuality last month, each, .98+.

PANA.—The people of this place are rejoicing in a new brick school-house, of four stories, with basement. It will cost about \$28,000.

TAZEWELL COUNTY.—Superintendent Hatfield thus writes: "It seems to me that we have a better class of teachers in our county, this winter, than we have ever had before. The schools in Pekin have especially advanced."

FROM ABROAD.

MAINE.—Bowdoin College has 216 students, viz., Seniors, 23; Juniors, 30; Sophomores, 34; Freshmen, 27; Medical Class, 102. The time of holding Commencement has been changed to July 8th, followed by a vacation of seven weeks. We are sorry to see so small classes, but we trust Bowdoin will, under its present management, recover the station it once held.....The Normal School at Farmington now numbers 117 pupils, representing nearly every county in the state. A class of 44, most of whom are ladies, has entered the present year.

VERMONT.—From the Eleventh Annual Report of the Secretary of the Board of Education, we take the following items. The Legislature of 1866, by one of its acts, required the Board of Education to arrange two courses of study,—one including all the branches required by law to be taught in common schools; the other including, in addition to these, such higher English branches as the Board should deem best adapted for use in advanced classes; and enacted that at each Teachers' Institute an examination should be held, in one or both of these courses, the successful applicants receiving a certificate entitling them to teach in any part of the state for the period of five or fifteen years, according as they pass a satisfactory examination in one or both. The subjects for the first examination are, of course, the usual subjects; for the second, after the applicant has passed the first, they are about the same, though a little more extended, as are required by our State Superintendent for State Certificates. The Board of Education are also authorized to select a set of text-books for the state, which duty they have endeavored to perform,—they state faithfully,—but with the usual charges of corruption, etc. This business of uniformity of text-books, produced in this way, is open to very grave objections, in our mind. The Board has also established the following rules in regard to revocation of teachers' certificates: Certificates granted at the Teachers' Institutes, or to graduates of the State Normal Schools, may be revoked, for incompetency to give instruction in the required branches; for inability to govern such schools; for setting an evil or immoral example to the scholars. Whenever any three legal voters of this district shall prefer such charges in writing, the charges are to be examined by a board of three persons, one of whom must be a member of the Board of Education. Teachers' Institutes are required by law to be held annually in each county in the state. (We would that such a law were in force with us, and that such institutes were conducted by a board appointed and paid by the Department of Public Instruction.) The practical working of the law for state examinations, as given above, has developed a good deal of feeling and much opposition. The Superintendent says, of 4722 teachers employed during the year, 216 applied for ex-

amination in the lower course, none in the higher. Of these, but 50 received certificates.....Number of children between 4 and 18 years of age, 88,362; whole number attending school between 4 and 18, 71,939. Of the teachers, 1,525 are 'boarding around'. The aggregate expenditure for schools is \$480,793. There are three Normal Schools,—one at Randolph, one at Johnson, and one at Castleton. The Report is a valuable and interesting one.

MASSACHUSETTS.—According to a circular issued by President Clark, the daily routine at the Agricultural College for the present term is as follows: At 6 A. M., bell for rising; at 7, breakfast; at 7.45, prayers; 8, recitation in Chemistry; 9, recitation in Geometry; 10, recitation in Physiology; 11, exercises in Gymnastics or Military Tactics, on Mondays, Tuesdays, Thursdays, and Fridays, and in Agriculture on Wednesdays; 12.30 P. M., bell for dinner; 2, study or labor till 5 P. M.; 6, supper. On Saturdays, exercises in Reading and Spelling at 8, English Composition at 9, and at 10 an exercise in Agriculture. After 11, the remainder of this day is given to recreation. On Sundays attendance at church will be required in the A. M., and in the P. M. at Bible-Class. Every student is expected to labor 6 hours a week, without pay, for the purpose of learning the operations of the farm and the garden; and any student will be permitted to labor for wages 12 hours a week, provided it does not interfere with his studies, and will be furnished with work in vacation at fair prices. It will be seen that, by the above scheme, the real studies of the COLLEGE are Chemistry, Geometry, and Physiology, with two hours a week of exercise in Agriculture. This last is comprehensive.....*The Massachusetts Teachers' Association* held its annual meeting at Springfield, Oct. 17, 18 and 19, and was well attended. The subjects presented by the different lecturers were interesting and valuable. There was a long and sharp discussion on the management of the Teacher for the past year, under the editorship of Prof. W. P. Atkinson, and a resolution was passed referring the management of the journal for the coming year to the Board of Directors, with the understanding that it is to be kept free from politics and theological controversy. Boston and Springfield were the only cities which closed their schools for the teachers to attend. From one-third to one-half the Boston teachers attended; the others took a vacation. The Congregationalist says about one-fourth of the year is devoted to vacations; and if teachers can not take two or three days of this time for the Convention, then let the institution be passed over to the undertaker. We add that it has always seemed to us a censurable practice, indulged in by too many teachers, to employ time given up to them by school boards for purposes entirely aside from those for which it was given. In such cases there is an implied obligation, that a conscientious teacher can not rid himself of, to use the time for the purpose for which it was given.....*Amherst College*.—The catalogue shows 41 Seniors, 61 Juniors, 69 Sophomores, and 73 Freshmen,—in all, 244; coming from 18 different states, from New Brunswick, India, Turkey, Syria, and Japan.....*Williams College* has 182 students: 46 Seniors, 35 Juniors, 44 Sophomores, and 57 Freshmen.

DISTRICT OF COLUMBIA.—The Trustees of the Colored Schools of the District of Columbia have laid their annual report before the Secretary of the Interior. There are now five good school-houses for colored children, accommodating two thousand pupils. There were sixty-seven colored schools supported by Northern benevolent associations during the year, at an expense of \$40,000.

INDIANA.—The Tuition Revenue for the year 1867 is \$1,475,420, or something more than \$2.35 to each child of school-age in the state. The Fourteenth Annual Meeting of the State Teachers' Association will be held at New Albany, Dec. 25, 26, and 27. The programme is filled with important and timely subjects for discussion, and a profitable time is promised. Prof. Thomas Metcalf, of Normal, Illinois, is one of the lecturers.

KENTUCKY.—The State Teachers' Association, at a recent session, was attended by about 80 teachers, only 10 of whom were from the public schools. Surely there is an opportunity for educational reconstruction. The Association held its session during the last day in Mammoth Cave. To the usual interest of the exercises was added a solemnity in keeping with the 'subterranean temple of God's own building'.

MICHIGAN.—The principals of the public schools in Detroit, formerly receiving \$1,000 or \$1,400 each, have had their salaries increased to \$1,200 and \$1,600 respectively.....Mr. D'Ogie has been appointed Assistant Professor of Ancient Languages in the University. Prof. Boise, whom the Michigan Teacher pronounces to be 'without doubt the strongest man in the University', contemplates removing to Chicago, to take the Professorship of Ancient Languages in the University of Chicago.....There is an unusually large attendance at the Normal School, according to the Michigan Teacher. There are more than 300 pupils in attendance, of whom 140 are new pupils.

KANSAS.—Twenty-two teachers are employed in the Leavenworth Public Schools. The course of education seems to be making good progress, judging from the reports of new school-houses, etc., in the Kansas Educational Journal. From the Journal we copy the following: *School-Houses.*—An Atchison correspondent of the Jackson County News says "Our people had some talk in the spring about building a school-house, but the idea of building has been abandoned. It is true, we have no school-house in the city, but what do we care about a school-house? Such things are of Yankee origin, and we want no New-England customs in Atchison." Rev. I. S. Kalloch, in the Home Journal, of Leavenworth, says: The glory of the city is the High-School house, a magnificent building, now nearly completed, which will cost not far from \$50,000. A new western town that will build a school-house like that, free for all children, is a fit place for a white man to live in.

MINNESOTA.—The number of pupils in attendance at the State Normal School, at Winona, is greater than ever before. There are no vacant seats.

COLLEGE ENDOWMENTS.—The Yale Courant publishes a list of thirty-one colleges which have received during the past year, from private sources, additions to their endowments amounting to an aggregate of over \$3,000,000. Of this sum, Harvard, Cornell University, Tuft's College, and Yale, receive \$1,666,000, or more than half. Fourteen of these colleges, located in the Western States, received \$590,000.

ELEMENTARY EDUCATION IN FRANCE.—One-third of all the inhabitants of the French Empire are unable either to read or write. This unwelcome fact has just been forced upon the attention of the enlightened among that nation by the publication of two maps entitled France that can read, and France that can write. In the latter, the districts in which persons married in 1866 who could not sign the registry—in a proportion varying from thirty to seventy per cent.—are marked in black. Fifty-five departments thus denounced comprise all the south, centre and west of France. The average of the illiterate married in 1866 is thirty-three per cent. As regards primary instruction, therefore, France is in the lowest rank of the European powers.

Scientific American.

NOTICES OF BOOKS AND PERIODICALS.

(1) WE have received two more numbers of the Diamond Edition of Dickens's works. We can only repeat our commendation of the edition, as a marvel of neatness and clearness, and also of cheapness, in these days of costly books. It is not so injurious to the eyes as are many books of coarser type, while its convenience for the pocket and for the hand is a great commendation. *Martin Chuzzlewit* is of interest to American readers at this particular time. Written after his former visit to this country, in it he records his impressions of a class of our people, arousing at the time great wrath among us. No doubt the characters are caricatures; but perhaps they have a touch of resemblance. The Eden of the book is supposed to be Cairo as it then was. But Martin Chuzzlewit contains, also, quite as severe a satire upon England—while in it

(1) MARTIN CHUZZLEWIT, and DOMBEY AND SON. Illustrated edition, \$1.50; plain, \$1.25. Ticknor & Fields, Boston.

are Tom Pinch and his sister, and Mark Taply, and John Westlock,—and Pecksniff. Of *Domby and Son* what need or can be said? Who does not know little Paul, and has not felt the tears dim his eyes at the death-scene? Cap'n Ned Cuttle, also, and the gentle Florence! Dickens's characters become realities to us, and we are the better for knowing many of them.

(2) We have received the first number of the first volume of the new series of this publication, or the 47th number of the entire series. Mr. Barnard has associated with him Prof. D. N. Camp, and it is proposed to issue it regularly henceforth. We gladly welcome it once more. As a storehouse of materials—cyclopædiac in its character, even if heavy at times in its details,—it has always been of very great value to the profession, and can not be spared. We would that its circulation might be much extended, for it is worthy.

(3) This is a most excellent little book—one of the very few that we can thoroughly recommend to boys, and also to superintendents of Sabbath-schools. The style is natural, not stilted nor 'goodish'; the characters are the boys and the men and women we meet in every-day life. Two boys in a back-country town in Vermont, playmates, each with the aspirations of the Yankee youth, follow the paths they have each chosen. The one struggles hard, secures an education, and becomes a minister, settled in a new western town. He is not depicted as a great man, nor a perfect one; he has some natural repinings, and some promptings of worldly ambition; but he labors faithfully, and is beloved by his people. The other becomes wealthy, by good fortune and shrewdness; is by no means a bad character; enjoys life; is charitable, and a popular man. The old playmates finally meet, and the merchant is obliged to confess that, in respect to the highest success, the minister is superior. It is a healthy book.

(4) MCGUFFEY'S Eclectic Readers have been long and deservedly popular; and this popularity still continues in a good degree, spite of the number of new claimants for favor. There are good reasons for this. The selections were made with good taste, the series is carefully progressive, the books are well gotten up and not expensive—as compared with similar series,—and the publishers are enterprising and liberal. But they have felt the need of revision of the series to meet the demands of the times, and have accordingly caused to be prepared this New Eclectic Series, in which some of the lessons found by experience to be least interesting have been omitted, and new matter has been added, and other changes have been made. We have looked very carefully through this new series, and rise from the examination with the conviction that it is of very decided merit. It is no slight or easy task to make a good series of reading-books. It is not every man of ability who can talk to children so as to interest them, nor is it every one who can select, or adapt selections, in a manner suited to their tastes and comprehensions. In the early books of this series we think this is successfully accomplished. The exercises are colloquial in character, to a great degree, and vivacious, which is of great avail in inducing natural tones and inflections. Each book contains exercises in Articulation, increasing in difficulty and fullness as the series advances. A few questions upon each lesson are introduced (following the custom of every good teacher of reading), calling attention to the various thoughts of the lesson, and in the higher books noting the relation between the grammatical structure and the rhetorical delivery. However, this is not carried to too great an extreme, and is the servant, not the master, of the lesson. The *Speller* is an excellent one, though, according to the practice of all good teachers, spelling is begun with the first reading-lesson, and carried on throughout the series, with the exception of the Sixth Reader. The exercises upon the sounds of the letters and phonic analysis (to use the new name for the old thing) are thorough and sufficient. It has seemed to us that there is a tendency at the present time to run this into the ground. Unless it is very

(2) AMERICAN JOURNAL OF EDUCATION. Quarterly. \$4.00 per year. Edited by Hon. Henry Barnard. Address American Journal of Education, Hartford, Conn.

(3) TILMAN LOHMEYER, or, *Minister or Merchant*. J. C. Garrigues & Co., 148 South-Fourth street, Philadelphia.

(4) MCGUFFEY'S NEW ECLECTIC SERIES—*Speller, First, Second, Third, Fourth, Fifth and Sixth Readers*. Sargent, Wilson & Hinkle, Cincinnati.

carefully managed, it inevitably results in an artificial and apparently affected manner of enunciation. After all, the great thing is to teach children to read distinctly, and with due comprehension and conveyance of the meaning of what is read. There is no patent way nor road to this. It is only drill, drill, drill, coupled with a good example in the teacher himself or herself. In comparing this with some other series, it strikes us that it is more carefully progressive, and that there is more matter in the first and second books than in the corresponding numbers of some others, less in the third and fourth, and more again in the fifth and sixth. Our own taste would have led us to introduce more new matter, more of the stirring literature of the day — though this is pretty well represented. We are aware that compilers of reading-books often find themselves — or think they do — compelled to make alterations in the selections to fit them for their use. This is perhaps allowable in the lower books of a series, but we do not like it in the upper. Half the value of our readers consists in their bringing to children the choicest extracts of the best authors of our language. Let these, then, be the veritable words of the author. They need not be *all* the words he wrote; but let them be *his*. We are unalterably opposed to hymn-tinkering, or any of that kind of literary murder. If a compiler does not like a piece, let him leave it alone, or write a better — *if he can*. With commendable frankness, this practice of nearly *all* compilers is here avowed; but we do not like it. We have not investigated the matter enough to see how far such alterations extend in these books — there is reason to believe to a less degree than in some others, — but we have been startled at times to find a passage made familiar to us in a school-reader to be quite different when read in the author's own words — and, by the way, almost always better. But enough of this. We predict that McGuffey's Readers will still hold their place among the best and most practical in the country.

(5) GUYOT'S Geographies are not merely an addition to the number of geographical works heretofore existing: they are of a different kind altogether, and proceed upon different principles. Guyot stands at the head of living geographers. To the preparation of these works he has brought the fruits of his studies, and they are the embodiment of his theories of the methods of teaching the science. That such a man has a right to speak with authority, no one will deny, and few will be found bold enough to gainsay his theories, until experience has shown whether they are practical or not. In this book the constructive method is applied to the individual states of our own country; a very valuable feature. We notice under each state a list of cities, etc., to be located by the pupils who are inhabitants of that state, but to be omitted by those of other states. This book supplies a great want, felt by many teachers after the introduction of the common-school geography. It is more suited to the comprehension of the younger pupils than that work, while it is a thorough preparation for it. It is *the* book for the most of our common schools. We are very much pleased with it, and only wish we could have had it when we were a boy.

(6) We should be glad to see this work introduced into all our high schools and higher institutions of learning. Not only that, we should like to see it in every family, that both young and old might gain some knowledge of its subject. There has been a great lack of books upon this subject suited for schools, and also for general reading. Prof. Tenney has supplied this lack, and given us a book, not too bulky nor technical, simple and clear in its language, and yet scientific in its arrangement and statements, — in short, such a book as will interest both pupil and teacher.

(7) PROF. BOYD has in this work done the same for Bacon's Essays that he has done for the various poets in his well-known annotated editions. We are glad that he has added this to his list. The book is worthy of thorough study, and Prof. Boyd has now rendered this — we will not say more possible — but more agreeable. Hallam says It would be somewhat derogatory to a man of the slightest claim to polite letters were he unacquainted with the Essays of

(5) GUYOT'S INTERMEDIATE GEOGRAPHY. Charles Scribner and Company, New York.

(6) A MANUAL OF ZOOLOGY. By Sanborn Tenney, A.M., Prof. of Natural History in Vassar Female College. Charles Scribner & Co., New York.

(7) LORD BACON'S ESSAYS. By James R. Boyd. A. S. Barnes & Co., New York.

Bacon; and the judgment of all entitled to an opinion upon the matter has always held them very high. The book was prepared in accordance with the earnest solicitation of a teacher for a prose work prepared for critical study in schools. The editor gives, first, a sketch of Bacon's life and character; second, an account of his philosophical writings; and third, a critical estimate of the Essays. The notes to the essays are explanatory, grammatical and philological, and each essay is followed by a series of questions upon it.

(8) WE have looked through this book with pleasure. It is what it purports to be— an Elementary Chemistry,— and does not try to comprehend within its 221 pages all the facts and theories of this ever-expanding science. But it does give a clear statement of the properties of the various inorganic substances, experiments etc., and their relations to man, sufficient for a fourteen-weeks course, as is claimed. It is succinct and clear, and the youth who thoroughly comprehends this will have no slight hold of the science. In an appendix it contains a series of problems in application of the Atomic Theory. We commend it to the attention of teachers in our common and graded schools.

(9) THIS is a monthly magazine, of 64 pages 8vo., published in Chicago. It is just commencing the fifth volume, the initial number of which is before us. The table of contents is attractive, and such articles as we have read are very good. We confess that we were not before aware that such a magazine was published in Chicago; but this is only to our discredit, and not to that of the publication, which is really very good and deserving of support.

(10) To those teachers who require their pupils to write the words spelled— as all should—we commend this book. Each page contains three columns: two for the spelling-exercise, and one for correcting the words misspelled,— a thing that should always be done, and one in which too many teachers fail. The paper is excellent, and the ruling very clear. Upon the cover there are good suggestions to teachers regarding the manner of conducting this exercise.

(11) SCRIBNER & Co. have issued the first number of the Book-Buyer, 8 pages 8vo., which they propose to publish monthly, in order to draw attention to the books published by them, or imported by Scribner, Welford & Co. It will be sent for a year to all who may send their names and address, with twenty-five cents to prepay postage.

(12) WE wish to call the attention of teachers and other friends of education to this series, comprising Student's France, Student's Hume, Student's Greece, Student's Rome, and Student's Gibbon. These works are intended, not only for the general reader and student of history, but for use in the school-room. There are no better histories extant. We commend them to the attention of every body. s.

(13) THESE maps have just been issued from the press. They are *unique* in style and in artistic mechanism. We have no hesitation in saying that *they have no superiors*. They should be in every school. s.

BOOKS RECEIVED.— *Art of Composition; Art of Discourse; Elements of Logic.* By Henry N. Day. Charles Scribner & Co., New York.

Elementary Grammar of the German Language. By James H. Worman, A.M. A. S. Barnes & Co., New York.

A Class-Book of English Grammar and Analysis. By Z. M. Chandler. Beer & Hurd, Zanesville, Ohio.

A Primary Geography. By James Cruikshank, LL.D. Wm. Wood & Co., New York.

(8) A FOURTEEN-WEEKS COURSE IN CHEMISTRY. By J. Dorman Steele, A.M., Principal of Elmira Academy. A. S. Barnes & Co., New York.

(9) THE AGE. A Monthly Magazine devoted to Literature, Art, and Commerce. \$2.00 a year. Shackelford, Ladd and Grant, 140 Madison St., Chicago.

(10) CHASE'S WRITING SPELLER, IMPROVED. Adams, Blackmer & Lyon, Chicago.

(11) THE BOOK-BUYER: a Summary of American and Foreign Literature. Chas. Scribner & Co., New York.

(12) STUDENT'S HISTORIES. Harper & Bros., New York. \$2.00 per volume.

(13) MITCHELL'S NEW SERIES OF OUTLINE MAPS. E. H. Butler & Co., Philadelphia. Price \$10.00.

THE ILLINOIS TEACHER.---VOLUME XIV.

PROSPECTUS FOR 1868.

EDITORS :

WM. M. BAKER,
Springfield.

S. H. WHITE,
Chicago.

J. V. N. STANDISH,
Galesburg.

N. C. NASON, Publisher, Peoria, Illinois.

THE ILLINOIS TEACHER, with the ensuing year, enters upon its 14th volume. During this period many similar publications in sister states have begun and ended their course, but the TEACHER to-day stands as firm as ever. In the years past, as the organ of the teachers of the state, it has been the instrument of much good; and, under the editorship of Messrs. BATEMAN, and WILLARD, and GOW, and HOVEY, and BRIGGS, and EDWARDS, and such, has contributed its full share toward the elevation of teaching and teachers. Its present Editors, in consenting to assume its management for another year, would gratefully acknowledge the favor with which their efforts have been received in the past, while as conscious of their shortcomings as any of their readers can be.

It is believed that arrangements have been consummated by which the journal for the year 1868 will present its readers with articles of more value and interest than in the year just past. Those who have contributed to it during the year promise the continuance of their aid, while many other of our first teachers and ablest writers will enrich its pages with their contributions.

Various Presidents and Professors of our Colleges will present their views upon the subject of Education in its pages, thus making it the medium of communication between our schools of highest and of lower grades, and giving its readers the benefit of their experience and culture.

The State Superintendent of Public Instruction will continue to make the journal his official organ, and frequent articles from his pen may be expected.

For various reasons, the Mathematical, as a distinct department, will be dropped; but Prof. STANDISH, who has so ably edited that department, will continue his connection.

Mr. S. H. WHITE, to whose industry and ability the journal has been so largely indebted, not only in the past but in preceding years, will still give his labor as heretofore.

It is desired, by both Editors and Publisher, that the ILLINOIS TEACHER shall become more largely a medium of communication between teachers and the people, as well as between teachers only. It is not intended that the TEACHER shall be merely a technical journal for the primary-school teacher; but it is intended that in its pages shall be found matter suited to all tastes, and to all cultures, that thus it may be made the incentive to a higher culture on the part of all members of the profession.

We appeal confidently, then, to the teachers and school-officers of our state for aid, both in subscriptions and in contributions for publication. It depends very much upon them what the TEACHER shall be. It is imperatively necessary that they should have an organ—a means of communicating with one another and with the public. The TEACHER is their *home* journal, and as such claims, and is entitled to, their support, in preference to any other.

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Those of your readers who are endowed with a literary taste will learn with interest that American typography is well represented by another triumph of the Riverside Press in the shape of a superbly bound copy of the last edition of Webster's Dictionary. Like 'Notes on Columbus', this is incomparable in its way, and there is no other work of the kind at the Exhibition which even comes near it. I have never taken any part in the warfare which has so long raged between the great lexicographical W's and care not a straw whether 'traveller' is spelt with one l or two, but I cannot refrain, at the sight of a monument of the printer's skill so express and admirable, from offering my hearty, and let me add, unsolicited commendation. I regard it, every time I enter our department, with a truly patriotic glow at the thought of its superiority to any thing of that kind which the publishers or printers of England or France have produced. It is now considered throughout the continent of Europe, not only the authority *par excellence* in English lexicography, but as *the characteristic American book*. It is better known and more widely circulated than any other. I have met with it at the Imperial Library in Paris, the Library of the British Museum, the Athenæum, and other London Clubs, and numerous other places. I have heard of it from Turkey, India, China, and even Japan. It is every where deservedly applauded for the elegance of its type, the distinctness of its impression, the beauty of the engravings, and the vast amount of information condensed within its covers. To the great talents of Dr. Webster it is in its present state a noble and meritorious offering. When I look back upon the first edition and think of the small beginnings from which it sprang, and of the solitary love and undaunted zeal with which its author laid the foundation of so noble a structure, I cannot check, nor would I if I could, the flow of my esteem for a character thus bold and reliant, and so worthy an effluence of our New England institutions. Like Columbus, when he began his labors, he embarked upon an almost unknown sea, and like him was sustained and soothed by an unfaltering trust and the consecration to God of all his better part of man. I stopped the other day to peruse anew that sentence in the preface to the edition of 1828, wherein Dr. Webster, in words of humble devotion and earnest ardor, declares anew his allegiance to God, his thankfulness for the divine encouragement during his long and arduous labors. When I first read this, years ago, it made an indelible mark upon my memory. I will venture to give it here, feeling sure that it may still be the source of profit.

"To that great and benevolent Being, who, during the preparation of this work, has sustained a feeble constitution, amidst obstacles and toils, disappointments, infirmities, and depression, who has borne me and my manuscripts in safety across the Atlantic, and given me strength and resolution to bring the work to a close — I would present the tribute of my most grateful acknowledgments. And if the talent which He intrusted to my care has not been put to the most profitable use in his service, I hope it has not been 'kept laid up in a napkin', and that any misapplication of it may be graciously forgiven."

It is God alone that giveth the increase, and it would seem that the divine aid which thus supported Doctor Webster had been continued, until the talent he so meekly tendered to his Maker has in our day been augmented with abundant usury for the benefit of the world.

The medal which has been granted to Webster's Dictionary was richly merited, both through the value of the work itself and the patriotic energy of the Messrs. Merriams, of Springfield, who publish it, and who had the grace to look after the interests of our country at the Great Exhibition when most other houses of this class thought it not worth their while so to do. It is another example of that liberal and far-sighted management, which, no less than the intrinsic worth of the Dictionary, has aided in securing its present wide-spread reputation. Whether this be the result of pride in the task they have thus taken upon themselves, philanthropic interest in a department which really concerns humanity at large, or considerations of business profit; — and it doubtless arises from all these combined — its publishers deserve well of their country, for they have done much to increase its celebrity both at home and abroad. In the accuracy, taste and good judgment of the Riverside Press they have found able coadjutors, and through the labors of both publishers and printers, Webster's Dictionary has attained to its present high position. It has already taken a prominent part in moulding the English language and aiding the advance of its ever-growing empire. This result must, of course, follow from the use of a work that is found wherever our tongue is extending, as it rapidly is, through commerce and trade, among the Eastern nations. As now appears, there is no limit to its progress, and the vigilant thrift and untiring industry of the Anglo-Saxon race will insure the spread of its speech wherever their sails brighten the sluggish waters of a foreign harbor. If the language of the Bible and of Shakespeare, of Burke and Macaulay, do not deteriorate in our mouths and in the utterance of those who deal with us, it will be largely owing to the onerous labors of the great Lexicographer, and the diligence of those who have so widely disseminated the evidence thereof.

A.

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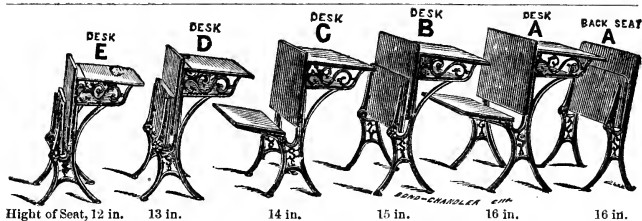
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
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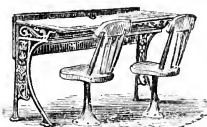
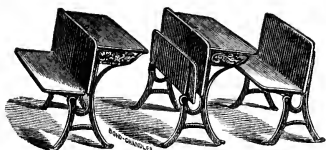
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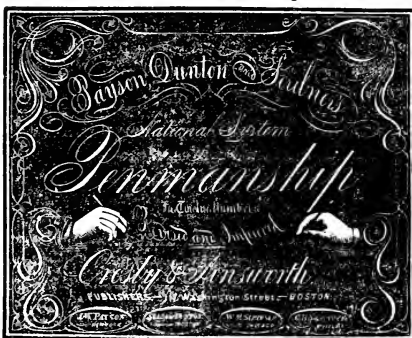
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